

**THE INFLUENCE OF USING WORD SEARCH PUZZLE GAME TOWARDS  
STUDENTS' VOCABULARY MASTERY AT THE FIRST  
SEMESTER OF THE EIGHTH GRADE OF  
SMP N1 AMBARAWAPRINGSEWU  
IN THE ACADEMIC YEAR  
OF 2017/2018**

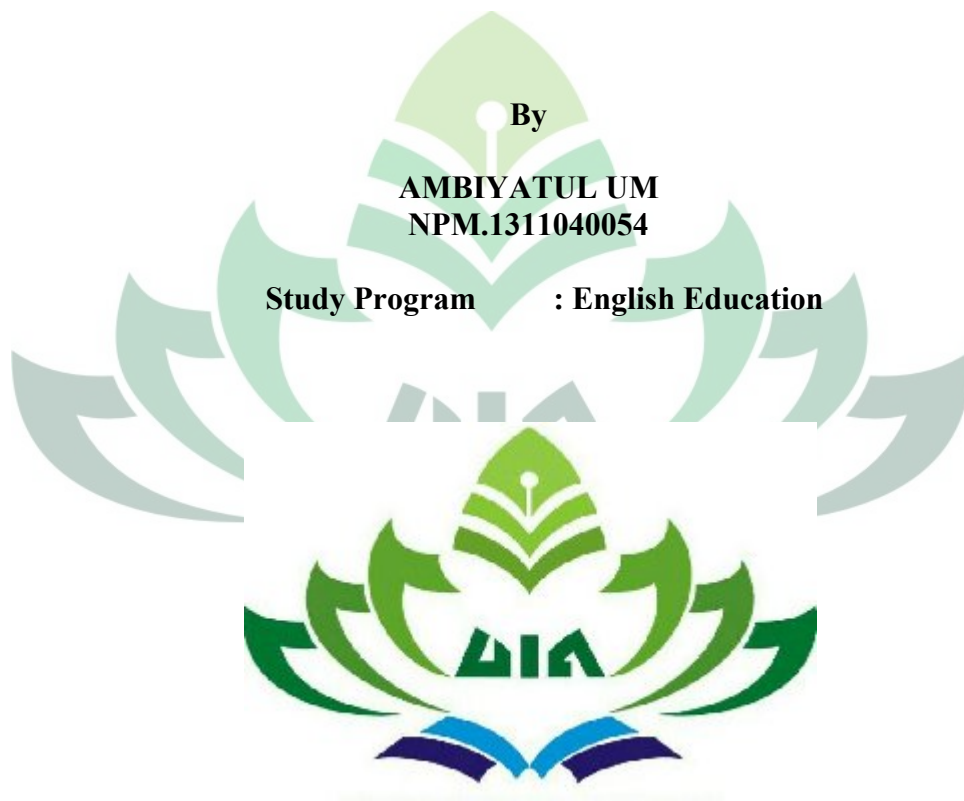
**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirement for S1-Degree

**By**

**AMBIYATUL UM  
NPM.1311040054**

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC  
UNIVERSITY LAMPUNG  
2018**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC  
UNIVERSITY LAMPUNG  
2018**



## **ABSTRACT**

### **THE INFLUENCE OF USING WORD SEARCH PUZZLE GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N1 AMBARAWA PRINGSEWU IN THE ACADEMIC YEAR OF 2017/2018**

**By  
AMBIYATUL UM**

Vocabulary is one of language elements that should be mastered by the students. Vocabulary mastery is the comprehensive knowledge or skill to use or to understand well of meaning and uses the words of language either in its meaning, form, and use. The students' vocabulary mastery of SMP N1 Ambarawa is still low. To solve this problem, the researcher applied word search puzzle game. Word search is a puzzle containing several hidden words on letters arranged in a grid. The objective of this research is to know the significant influence of using word search puzzle game towards students' vocabulary mastery. There were two variables in this research, the independent variable was word search puzzle game (X) and dependent variable was the students' vocabulary mastery (Y).

The research methodology used was experimental method. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class, the researcher used word search puzzle game, whereas in the control class the researcher used translation technique. Each class received the same pre-test and post-test. The population of this research was the eighth grade of SMP N1 Ambarawa Pringsewu. The samples of this research were 2 classes consisting of 35 students for experimental class and 35 students for control class. In collecting the data, the researcher used multiple choice test to collect the data.

From the data analysis computed by using SPSS, it was obtained that in word meaning,  $Sig. = 0.109$  and  $\alpha = 0.05$ . It means that  $H_a$  is rejected because  $Sig. > \alpha = 0.05$ . In word form,  $Sig. = 0.000$  and  $\alpha = 0.05$ . It means that  $H_a$  is accepted because  $Sig. < \alpha = 0.05$ . In word use,  $Sig. = 0.079$  and  $\alpha = 0.05$ . It means that  $H_a$  is rejected because  $Sig. > \alpha = 0.05$ . Therefore, there is a significant influence of using word search puzzle game towards students' word form at the eighth grade of SMP N1 Ambarawa in the academic year of 2017/2018.

**Keywords:** Word Search Puzzle Game, Vocabulary Mastery.





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A thesis entitled: **“THE INFLUENCE OF USING WORD SEARCH PUZZLE GAME TOWARDS STUDENTS’ VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 1 AMBARAWA PRINGSEWU IN THE ACADEMIC YEAR OF 2017/2018”** by: **AMBIYATUL UM, NPM: 1311040054**, Study Program: English Education was tested and defended in the examination session held on: Thursday, January 04<sup>th</sup> 2018.

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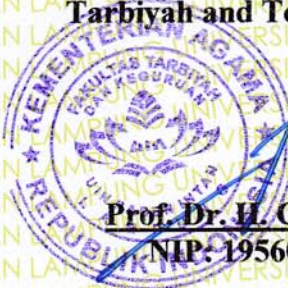
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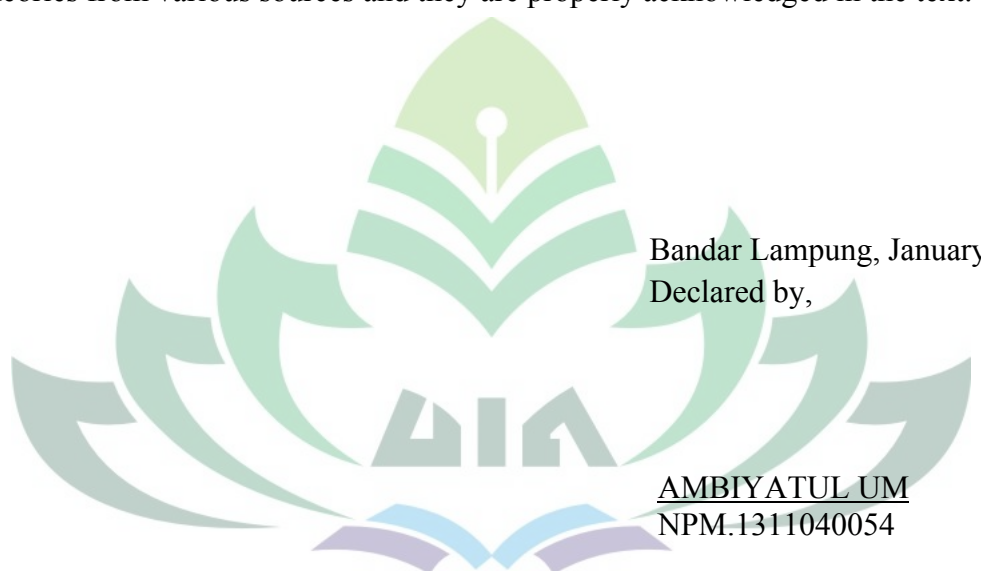
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## DECLARATION

Hereby, I state this thesis entitled “The Influence Of Using Word Search Puzzle Game Towards Students’ Vocabulary Mastery At The First Semester of The Eighth Grade Students of SMP N1 Ambarawa Pringsewu In The Academic Year Of 2017/2018” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, January 2018

Declared by,

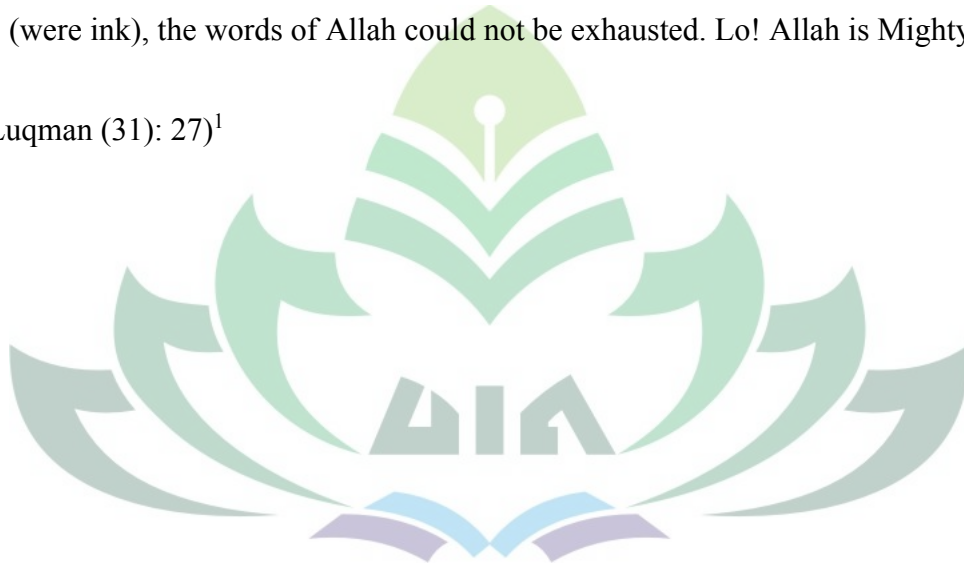
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## MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ مَا نَفَذْتُ  
كَلِمَتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٣١﴾

“And if all the trees in the earth were pens, and the sea, with seven more seas to help it, (were ink), the words of Allah could not be exhausted. Lo! Allah is Mighty, Wise.”

(Luqman (31): 27)<sup>1</sup>



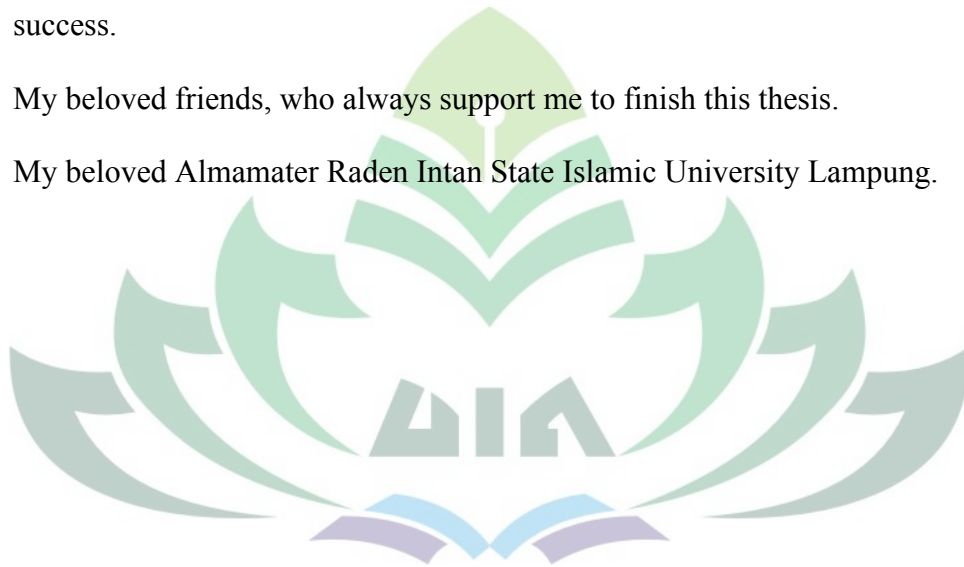
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<sup>1</sup> Yayasan Penyelenggara Penerjemah Al-Qur'an, The Noble Qur'an, (Depok: Al-Huda, 2006), p.850

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, Mr. Sarijan and Mrs. Marinah who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved brother and sisters who always give me spirit and suggestion for my success.
3. My beloved friends, who always support me to finish this thesis.
4. My beloved Almamater Raden Intan State Islamic University Lampung.



## **CURRICULUM VITAE**

The name of the researcher is Ambiyatul Um. She was born on November 11<sup>th</sup>, 1995 in Wargomulyo, Pringsewu. She is the sixth of seventh children of Mr. Sarijan and Mrs. Marinah. She has four old sisters whose names are Suryati, Mirnawati, Inayah and Ulfatul Mu'awanah, one old brother named Muhamad Ikbal, and one young sister named Haniyah Walidah Fauziah.

The researcher began her study in Elementary School at SD N2 Wargomulyo in 2001 and graduated in 2008. She continued her school at Junior High School at SMP N1 Ambarawa and graduated in 2010. After that she continued her school at Senior High School at SMA Yasmida Ambarawa and graduated in 2013. After finishing her study in SMA, she continued her study to UIN Raden Intan Lampung as S1 degree students of Tarbiyah and Teaching Training Faculty Study Program in English Education. She joined an association in her faculty, called ESA (English Student Association).

## ACKNOWLEDGEMENT

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2. Meisuri, M.Pd, the chairperson of English Education Study Program of Raden Intan State Islamic University Lampung and the first advisor, who has patiently guided and directed the researcher until the completion of this thesis well.
3. Deri Herdawan, M.Pd, the second advisor, who has patiently guided and helped in correcting and giving countless time for the researcher to finish this thesis well.
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Finally, the researcher is fully aware that there are still many weaknesses in this thesis. For this, the researcher truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, January 2018  
The Researcher,

AMBIYATUL UM  
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## CHAPTER 1

### INTRODUCTION

#### A. Background of the problem

Language is an important aspect in our daily life. It is because of language is used to communicate with another people. Language is a set of rules by human as a tool of their communication.<sup>1</sup> Furthermore, Language is used to communicate our thoughts and ideas.<sup>2</sup> It can be concluded that language is very important means of communication, as a tool that used by human to communicate their thoughts and ideas. Moreover, they can interact one to another communicatively with other people from different countries. It is also explained from holy quran in Ibrahim verse 4 as follows:

هُوَ يَشَاءُ مَنْ يَهْدِيْ يَشَاءُ مَنْ اَللّٰهُ فَيُضِلُّهُمْ لِيُبَيِّنَ قَوْمِهِ بِلِسَانٍ اِلَّا رَّسُوْلٍ مِّنْ اَرْسَلْنَا وَمَا  
اَلْحَكِيْمُ الْعَزِيْزُ

“We send not an apostle except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now Allah leaves straying those whom He

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<sup>1</sup>Sanggam Siahaan, *Issues In Linguistics* (Yogyakarta, Graha Ilmu Press, 2008), p.1

<sup>2</sup> M.F. Patel And Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)* (Jaipur: Sunrise Publisher, 2008), p.31

pleases and guides whom He pleases: and He is Exalted in power, full of Wisdom.”

(Ibrahim: 4)<sup>3</sup>

From the quran verse above, it can be seen that a language was used as a tool that given to people from God to communicate with another. People can not interact with other people without using a language. In education we can mention an apostle here as a teacher, and the teacher will use the students' language to convey the subject in order to make the students understand about the subject. It can be concluded that the language is a tool that the people used to interact with another to express their ideas, thought, and feeling.

The language that the people used to interact with another in every country in the world is not same. Indonesia uses Indonesia as the national language, England uses English, China uses Chinese, etc. Nowadays, English has become the central language in the world because of globalization. English is popular, so that many students in the world are trying to learn english as a second or foreign language. Besides, English has a role as a language of science, technology and art. People who are able to communicate in English will get easier to gain more information and knowledge.

In Indonesia, English is used as foreign language which it is taught in compulsory education as a subject at school. It has been introduced in elementary

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<sup>3</sup> Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, New Edition Revised Translation (Bestville: Amana Publication, 2005), p.85

school until university. The teaching of English at school involves the teaching of the four skills: listening, speaking, reading and writing as well as some language components like grammar, pronunciation and vocabulary. Although English has been taught from elementary school, the students' vocabulary is still low.

Vocabulary is a very important part for us in learning English. It is because of vocabulary is an essential element of foreign language learning which contributes at every level to communication and comprehension in the target language.<sup>4</sup> It means that vocabulary has big contribution to supporting everyone to communicate with another people and comprehend in target language. Furthermore, without grammar very little can be conveyed but without vocabulary nothing can be conveyed.<sup>5</sup> It means that vocabulary is important part in learning English. From the theories above, the researcher concludes that vocabulary is important part in learning English because it is supporting everyone to be able to communicate with another people and comprehend in target language.

It is not easy to mastering vocabulary. the English teacher has responsibility in establishing the meaning of vocabularies in the students' mind. It is not easy to be done. That is why the teacher has to find the best solution to make all the students easily in memorizing the vocabulary that students should be mastered.

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<sup>4</sup>Marianne Nikolov, *Early Learning Of Modern Foreign Languages*(Salisbury: Short Run Press,2009), p.181

<sup>5</sup>Scott Thornburry, *How To Teach Vocabulary* (Harlow: Pearson, 2002), p.13

Based on the preliminary research conducted at SMP N1 Ambarawa Pringsewu, the researcher found that most of the students at the eighth grade students of the school still found difficulties in mastering vocabulary. This was supported by the result of interview with the English teacher; Mr. Farhan Bastian,S.Pd., He said that most of students in eighth grade had difficulties to mastering English, especially vocabulary. It is because of they are difficulties to memorize the vocabulary. The students' average score of vocabulary mastery test can be seen in the table below:

**Table 1**  
**The English Vocabulary Score at the Eighth Grade**  
**Of SMP N 1 Ambarawa in the Academic Year of 2017/2018**

No	Class	Students score		Total
		$\geq 70$	$< 70$	
1	VIII 1	17	18	35
2	VIII A	12	23	35
3	VIII B	13	22	35
4	VIII C	15	20	35
5	VIII D	13	23	36
6	VIII E	11	24	35
7	VIII F	14	20	34
8	VIII G	15	20	35
9	VIII H	14	21	35
<b>Total</b>		124	191	315
<b>Percentage</b>		39.37%	60,63%	100%

*Source : Document of English Vocabulary Score at the Eighth GradeOf SMP N 1 Ambarawa in the Academic Year of 2017/2018*

From the table above, the total number of the eighth grade students in SMP N1 Ambarawa was 315. The criteria of minimum mastery (KKM) at the school was 70. It was found out that 124 students or 39.37 % from 315 students passed the criteria. In the other hand, just 191 or 60.63 % from 315 students are still under the criteria of

minimum mastery. The class that got the highest score was VIII 1 and the class that got the lowest score was VIII E. It can be said that most of the students in SMP N1 Ambarawa is still difficult to mastering vocabulary.

In teaching vocabulary, the teacher can use metode or technique to present their lesson. One of them is using game. Game can be defined as something or instrument that is used to attract students motivation to follow the teaching and learning process. Games are associated with a feeling of happiness. For this reason, most learners appreciate games and enjoy to participate in them even if they are not familiar with their rules.<sup>6</sup> It means that games are the instrument that able to motivate the students and make them enjoy to participate in teaching and learning process.

Learning vocabulary through games is an effective and interesting way that can be applied in any EFL classroom and make the lessons more fascinating for the language learners.<sup>7</sup> It means that games is an effective and interesting way to help students in learning vocabulary.

Word Search Puzzle is one of games that can use in vocabulary learning process. This game can be used for increasing students' vocabulary development. Word search is a puzzle consisting of letters arranged in a grid, containing several hidden words written in any direction.<sup>8</sup> To find a word, students must make a

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<sup>6</sup>Hossein Vossoughi , Marzieh Zargar, Using Word-Search-Puzzle Games For Improving Vocabulary Knowledge Of Iranian Efl Learners. *Journal Of Teaching English As A Foreign Language And Literature Of Islamic Azad University Of Iran*, (2009), p.80, available at: <http://www.hossein-vossoughi.ir>, retrieved on January 19th, 2017 at 08.11 AM),

<sup>7</sup>*Ibid*, p.81

<sup>8</sup> English Oxford Living Dictionary, Definition of Word Search in English, available at: [https://en.oxforddictionaries.com/definition/word\\_search](https://en.oxforddictionaries.com/definition/word_search), retrieved on September 17th, 2017

horizontal line, down or diagonally. Word search puzzle can make the students fun and its help develop the students word recognition.

In addition, another research conducted by Nuraini in her undergraduated thesis entittled the effect of word search puzzle on students' vocabulary achievement in reading descriptive text also revealed that by using this puzzle can help the students to increase their vocabulary achievement, especially in reading descriptive text.<sup>9</sup> Thus, it can be concluded that word search puzzle is one of technique to help students to increase their vocabulary achievement, especially in reading descriptive text.

In the previous research Nuraini used word search puzzle in teaching vocabulary in reading descriptive text. In this research, the researcher is going to focus on vocabulary in present continous tense by using word search puzzle. The researcher takes present continous tense because it is appropriate based on the materials in English Curriculum for Junior High School at eighth grade. In the previous research, word search puzzle can lead the students to study words critically. In this research, word search puzzle can help the students easily to memorize the words letter by letter.

Therefore, the researcher conducted a research by implementing word search puzzle in order to know a significant influence of using word search puzzle game toward students' vocabulary mastery. The researcher conducted the research at the first semester to the eighth grade students of SMPN 1 Ambarawa.

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<sup>9</sup> Nuraini, *The Effect of Word Search Puzzle on Students' Vocabulary Achievement in Reading Descriptive Text*, State University of Medan, 2016, available at: <http://digilib.unimed.ac.id/1734/>. retrieved on September, 9th, 2016

**B. Identification of Problem**

Based on the background, the researcher identifies the problems as follows :

1. The students' difficulties in mastering vocabulary
2. The students' difficulties to memorize vocabulary

**C. Limitation of Problem**

The researcher limited the problem on the influence of using word search puzzle game toward students' vocabulary mastery at the eighth grade of SMP N1 Ambarawa, Pringsewu. The researcher focuses on meaning, form, and use of two types of vocabulary, they are noun and verb.

**D. Formulation of the Research**

The researcher formulates the problem as follows:

Is there a significant influence of using word search puzzle game toward students' word meaning, form, and use?

**E. Objective of the Research**

The objective of the research is to know whether there is a significant influence of using word search puzzle game toward students' word meaning, form, and use at the first semester of the eighth grade at SMP N 1 Ambarawa Pringsewu.

## **F. Uses of the Research**

The researcher expects the result of the research can be used:

1. Theoritically, the result of this research will expect to support the previous theories about the influence of using word search puzzle game to improve vocabulary mastery.
2. Practically, the result of this research will expect that the teacher can improve the students' vocabulary and students can increase their vocabulary mastery through word search puzzle game.

## **G. Scope of the Research**

The researcher has been divided the scope of the research into four parts, they are :

### **1. Subject of the Research**

Subject of the research were students at the first semester of the eighth grade

at SMP N 1 Ambarawa

### **2. Object of the Research**

The object of the research was the use of word search puzzle toward students' vocabulary mastery.



### 3. Place of the Research

The research was conducted at SMP N 1 Ambarawa, Pringsewu

### 4. Time of the Research

The research was conducted at the first semester of the eighth grade at SMP N 1 Ambarawa.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Teaching English as a Foreign Language

Language is an important tool of communication. Without language, people will never be able to communicate one to another. Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.<sup>1</sup> Furthermore, Hornby states that language is a human and non-intensive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols.<sup>2</sup> It can be concluded that language is a human method for communication between people to communicating the ideas, feelings, and desires by means of a system of sounds and sound symbols.

English is the language of the world and the knowledge of the language makes a person, a citizen of the world. Pandit Nehru in Patel has said that English is a big key on the modern world. Its importance as international language can be denied by none.<sup>3</sup> It means that English is international language. In Indonesia, English is used as foreign language which it is taught in compulsory education as a subject at school. It has been introduced in elementary school until university.

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching* (4th Ed) (New York: Longman, 2007), p.13

<sup>2</sup> A.S Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 1987), p.437

<sup>3</sup> M.F. Patel, Praveen M. Jain *English Language Teaching (Methods, Tools & Technique)* (Jaipur, Sunrise Publisher, 2008), p.6

English generally has been learnt by the students since they were in the basic level of education. And in Indonesia, English is taught as a foreign language. Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language.<sup>4</sup> It means that English is taught by the people because English is not their mother tongue or their native language.

In teaching English as foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as Brown states, teaching is showing or helping students to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.<sup>5</sup> It means that teacher has to make the students feel comfort and interest in studying subject by using a creative technique so the students will focus on learning process.

Based on the explanation, can be concluded that English is one of important foreign languages that must be taught in Indonesia. In teaching English, the teacher should be able to create a comfortable class and use creative techniques so the students will be interest in learning English because teaching is not only about transferring information but the teacher must also help the student to learn how to do something and to give instruction in the learning process that cause to know or understand something.

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<sup>4</sup> *Ibid*, p.29

<sup>5</sup>H. Douglas Brown, *Teaching Principle of Language and Teaching* (San Fransisco: Practice Hall Regents, 1994), p.7

## B. Concept of Vocabulary

### 1. Definition of Vocabulary

According to Oxford dictionary, vocabulary are 1) all the words that a person knows or uses, 2) all the words in a language, 3) list of words with their meaning.<sup>6</sup> It means that vocabulary is list of word that a person knows their meaning or uses in a language.

Elfrieda states that vocabulary is the knowledge of meanings of words<sup>7</sup>. Furthermore, Hatch and Brown, they say that vocabulary refers to a list or set of words that individual speakers of language might use<sup>8</sup>. It means that vocabulary is knowledge of words that used by the people to speak a language.

Vocabulary becomes one of the requirements for people to speak a language, we will find difficulties to express something without vocabulary. Thornburry states that without grammar very little can be conveyed but without vocabulary nothing can be conveyed.<sup>9</sup> It means that vocabulary is very important than grammar . We can understand the language even if we did not know about grammar. But, the language will tell us nothing, if we do not know anything about vocabulary.

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<sup>6</sup>Oxford Learner's Pocket Dictionary (4<sup>th</sup>.Ed) (New York: Oxford University Press, 2008), p.495

<sup>7</sup>Elfrieda H. Hiebert, *Teaching and Learning Vocabulary Bringing Research to Practice* (London , Lawrence Erlbaum Associates Publishers, 2005), p.3

<sup>8</sup> Evelyn Hatch, Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995), p. 1

<sup>9</sup>Scott Thornburry, *How To Teach Vocabulary* (Harlow: Pearson, 2002), p.13

From the theories above, can be concluded that vocabulary is the knowledge of meaning and uses the word that used by the speaker of language to communicate with other people. Vocabulary is impotant part in learning english, because It has big contribution to supporting succesful people to communication. If we are having good enough vocabulary, we will be able to communicate to other people.

## **2. Concept of Vocabulary Mastery**

Vocabulary is the knowledge of meaning and uses the word that used by the speaker of language to communicate with other people. Nikolov, she states that vocabulary is an essential element of foreign language learning which contributes at every level to communication and comprehension in the target language.<sup>10</sup> It means that vocabulary is important part in learning English which contributes to communication.

According to Guskey, mastery is a term that all educators use and believe they understand well.<sup>11</sup> Furthermore, Oxford English Dictionary defines mastery as comprehensive knowledge or skill in particular subject or activity.<sup>12</sup> It can be concluded that mastery is comprehensive knowledge or skill that used and believed by people that they understand well.

Mastering vocabulary is important in learning English. It will help the students to master all the language skill (speaking, reading, listening, and

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<sup>10</sup> Marianne Nikolov, *Early Learning Of Modern Foreign Languages* (Salisbury: Short Run Press, 2009), p.181

<sup>11</sup> Thomas R. Guskey, *Educational Leadership* (Chambridge: University Press, 1994), p 1

<sup>12</sup> *Ibid*, p.2

writing). Richard and Renandya state that vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read, and write.<sup>13</sup> It means that people can not speak well if they can not mastering vocabulary. So, mastering vocabulary is very needed by the students in learning English.

There are some aspects that students need to learn about words. Nation states that when we teach a word we must teach three things: (1) we must teach the shape or the form of the word, (2) we must teach the meaning of the word, (3) and we must teach that the form and the meaning of the word together.<sup>14</sup> Furthermore Nation also states that at the most general level, knowing a word involves form, meaning and use.<sup>15</sup> It means that to teach vocabulary we must teach form of the word, meaning of the word, and both of them, or it can be concluded that in general there are three aspect that the students need to know about word, they are form, meaning, and use.

Brendell, a teacher at Riverside Language Program, focuses on form, meaning and use of words when teaching vocabulary in his ESL classroom.

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<sup>13</sup> Jack C. Richard, Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p.225

<sup>14</sup> Paul, Nation, *Technique for Teaching Vocabulary*, *English Teaching Forum*, *English Language Institute of Wellington*, New Zealand (1974), p.18

<sup>15</sup> Paul Nation, *Learning Vocabulary in Another Language* (New York: Cambridge University Press 2000), p.39-40



**Figure 1**  
**Brendell's Vocabulary Teaching**

**Form-** pronunciation, spelling, inflections, and derivations of the word

**Meaning-** basic and literal meaning, figurative meanings, semantic relation and the connotation of the word

**Use-** sub-categorization, collocation, socio-linguistic and stylistic meaning of the word<sup>16</sup>

From the explanation above, can be concluded that vocabulary mastery is the comprehensive knowledge or skill to use or to understand well of meaning and use the words of language either in its meaning, form, and use.

### 3. Types of vocabulary

There are types of vocabulary that are explained by the experts. Further, according to Thornbury, the words divide into eight classes, those are:<sup>17</sup>

- a. Nouns : reference to an object. Such as: bits, pieces, record, player.

<sup>16</sup> Mukoroli Joseph, *Effective Vocabulary Teaching Strategies For The English For Academic Purposes Esl Classroom, MA TESOL Collection* (2011), p.33-34, available at: [https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1503&context=ipp\\_collection](https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1503&context=ipp_collection). retrieved on February, 2nd, 2017 at 07.57 AM

<sup>17</sup> Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Educational Limited, Longman, 2002), p.3.

- b. Pronouns : personal, possessive, reflexive, reciprocal, demonstrative, relative, interrogative, indefinite. Such as: I, them
- c. Verbs : predication of an action. Such as: like, looking, doing, to look.
- d. Adjective : modification by a property. Such as: old, second, new.
- e. Adverb : a word which modifies the meaning of a verb, an adjective or another verb. Such as: up, cheerfully.
- f. Preposition : a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. Such as: for, like.
- g. Conjunction : a word which merely joins together sentences, and sometimes words. Such as: and, or.
- h. Determiner : a word that comes before a noun and points it out without describing it the way that an adjective does. Such as: in the phrase my boy friend, that strange woman. The word my and that is determiner.

From types of vocabulary above, the researcher will focus on verb and noun, because the syllabus that the researcher takes is about the actions that happened right now (present continuous tense), where in present continuous tense using verb and use complement like noun.

#### **4. Concept of Teaching Vocabulary**

Teaching vocabulary is an activity to acquire some new words to improve the language. Before teaching the students, the teacher should consider how to



present vocabulary in class, it is necessary in making lesson plan. Before presenting vocabulary, the teacher should consider the factors as the foundation in presenting vocabulary. The teacher should know how much vocabulary to present. The following factors are:

- a. The level of the learners

The teacher should know the level of her/his students whether beginner, intermediate or advanced

- b. The learner's likely familiarity with the words.

The learner may have known the words before even though the words not part of their active vocabulary.

- c. The difficulty of items.

The teacher should know whether the words difficult to pronounce or difficult to find the real meaning for her/his students.

- d. Their "teach ability".

The teacher should know whether easy to demonstrate or explain the words.

- e. Items are being learned for production or for recognition only.

The teacher should know whether the words for speaking and writing or listening and reading only.<sup>18</sup>

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<sup>18</sup>*Ibid*, p.75-76

Based on the factors above, the teacher should consider that vocabulary item should be learned in context, teacher may use other different sources if it is necessary.

According to Wallace, there are six principles on which teaching vocabulary is to be based on; they are:

### 1) Aims

In teaching learning process, a teacher has to be clear about the aims of teaching learning process itself. He has to decide on what is involved in vocabulary learning. He has to decide the words which should be mastered by the students. He should consider how many lists of words he expects the learners to achieve and what kind of word they are.

### 2) Quantity

Teacher may have to decide the number of vocabulary items to be learnt. How many new words in the lesson can be achieved by the learners? If there are too many words, they may be confused, discouraged, and frustrated.

### 3) Need

In teaching vocabulary, teacher has to choose the words really needed by the students. The students should be put in situation where they have to communicate and get the words they need.

#### 4) Frequent Exposure and Repetitions

In teaching vocabulary of a foreign language teachers can not only teach new words once. They have to repeat them to make sure the students have already remembered and understood them. There must be a certain amount of repetition until there is evidence that the students have learnt the target words.

#### 5) Meaningful Presentation

The learners must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

#### 6) Situation Presentation

The choice of words can be various according to the situation in which we are speaking and according to how well we know the person whom we are talking to (from formal to informal). Therefore, students should learn words in situations that are appropriate to them.<sup>19</sup>

From the explanation above, can be concluded that teacher should teach vocabulary to their students in classroom though it can be gained through experience. In teaching vocabulary, teachers have to understand the aim of teaching vocabulary. When teachers present new vocabulary, they should

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<sup>19</sup> J. Michael Wallace, *Teaching Vocabulary* (London: Briddles.Ltd, 1982), p.27-30

primarily try to enable the students to recognize the words and their meanings perfectly and clear.

In teaching vocabulary process, after presenting vocabulary, there are some ways of getting the meaning of words. It will depend on the item which is presented. The techniques used to define are mentioned by Thornburry. They are:

a. Translation

This way doesn't need many times. The teacher only needs to translate the target language into the mother language of the students. Sometime this way is less memorable for the students, because they don't have to work hardly to access the meaning.

b. Real things

In this way, the teacher shows the real thing of the words. Unfortunately, define the words by showing the real things are seldom to be done. It is because not all the words can be showed with its real things.

c. Picture

This way is almost same with shows the real thing. This is very useful for more concrete words (dog, rain, and tall) and for visual learners. In this way, the teacher shows the picture of the words.

d. Actions/ gesture

In this technique, the teachers express the words using action, expression and movement.

e. Definition

Using the words a student already knows can be effective for getting meaning.<sup>20</sup>

There are many ways to present the meaning. The teacher can choose one of them which can help them to make sure her/his students already understand the meaning of the words.

### C. Concept of Game

A game is an activity with rules, a goal and an element of fun.<sup>21</sup> It means that game is fun activity that have a rules and a goal. When we are doing a game, we need to consider what is the rules and its objectives.

Game is one of technique that can be used by teacher in teaching and learning process. It is supported by Tuan and Doan states that games serve not only as an 'amusing activity', but as a technique to carry out tasks to learners amusingly as well.<sup>22</sup> It means that game is technique to carry out task to learners amusingly.

Ersoz states that games are highly motivating because they are amusing and interesting.<sup>23</sup> It means that the use of game can increase the students motivation to follow the game. Furthermore, Bell in Gregory states that there are three things to remember about education. The first one is motivation. The second one is motivation.

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<sup>20</sup>*Ibid*, p.77

<sup>21</sup> Jill Hadfield, *Intermediate Communication Games* (Harlow: Addison Wesley Longman, 1990), p.V

<sup>22</sup>Luu Trong Tuan, Nguyen Thi Minh Doan, "Teaching English Grammar Through Games", *Studies in Literature and Language*, Vol. 1, No. 7 (2010), p.61-75

<sup>23</sup> Aydan Ersoz, From Six Games for the EFL/ESL Classroom, *The internet TESL Journal*, Vol. VI, June 2000, available at: <http://iteslj.org/Lessons/Ersoz-Games.html>, retrieved on September, 2017

The third one is motivation.<sup>24</sup> It can be concluded that motivation is important in education, especially in teaching and learning process. Games covered motivation, so the use of game is good way to motivate the students in teaching and learning process.

Agoestyowati states that game is good way for teaching learning process because game allow to: work co-operatively, compete with each other, strategize, think in deferent way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun”.<sup>25</sup> It can be concluded that game is good way for teaching learning process and this activity contains of rules, a goal, and an element of fun.

Similarly, Harmer states that games are a vital part of a teacher’s equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respit from other classroom activity and are especially useful at the end of along day to send students away feeling cheerful about their English class”.<sup>26</sup> Furthermore, William states that the games are a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder to keep.<sup>27</sup> It can be concluded that games are vital part of a

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<sup>24</sup> Robert W. Greogy, Student Motivation, Master Teacher Program United States Military Academy. New York, available at: [https://www.westpoint.edu/cfe/literature/gregory\\_09.pdf](https://www.westpoint.edu/cfe/literature/gregory_09.pdf), retrieved on November 23th, 2017

<sup>25</sup> Redjeki Agoestyowati, *102 English Games (From A To Z)* (Jakarta, Gramedia, 2009), p.13

<sup>26</sup> Jeremy Harmer, *The Practice Of English Language Teaching: New Edition* (New York: Longman, 1991), p.101

<sup>27</sup> D. Nicholson, Williams G, *Word Games For The Teaching Of Reading* (London: Pitman Education Library, 1975), p.1

teacher's equipment which may be used in circumstances where ordinary approaches are not well tolerated.

Many experts of languageteaching methodology also agree that playing games is a good way to learn vocabulary. Games are associated with a feeling of happiness. For this reason, most learners appreciate games and enjoy to participate in them even if they are not familiar with their rules.<sup>28</sup> It can be concluded that playing a games is a good way to learn vocabulary, and it is associated with a feeling of happiness.

Lewis and Bedson also states that playing games is a vital and natural part of growing up and learning. Through games children experiment, discover, and interact, with their environment.<sup>29</sup> It means that through playing games, the children can grow up and learning with their environment.

Ghada sari in Maryam Rohani and Behzad Pourgharib's journal lists several main advantages when games are used in the classroom, including:

- Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- Games usually involve friendly competition, and they deep learners interested.
- Games are highly motivating and they give students more opportunity to express their opinions and feelings.

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<sup>28</sup> Hossein Vossoughi, Marzieh Zargar, "Using Word-Search-Puzzle Games For Improving Vocabulary Knowledge Of Iranian Efl Learners". Journal Of Teaching English As A Foreign Language And Literature Of Islamic Azad University Of Iran, 1 (1) (2009), p.80, available at: <http://www.hossein-vossoughi.ir>, retrieved on January 19th, 2017 at 08.11 AM

<sup>29</sup> Gordon Lewis, Gunther Bedson, *Games For Children* (New York: Oxford University Press), p.5



- Vocabulary games bring real word context into the classroom.<sup>30</sup>

From the theories above, can be concluded that games are a technique of teaching which contains the valuable activity with the rule, a goal and provide an amusing and challenging respite from other classroom activity. Game have some advantages, such as bring relaxation and fun, friendly competition, highly motivation and express the students opinions and feeling, and also vocabulary game bring real word context.

#### **D. Concept of Word Search Puzzle**

Hornby says that puzzles are defined as “question or problems difficult to understand or answer”. He also says that puzzles are “problems designed to test a person’s knowledge, skill, patience or temper”.<sup>31</sup> It means that puzzle is kind of game contains of problems that difficult to understand and it is designed to exercise the brain to test knowledge, skill, patience or temper.

Elson et.al state that the puzzle game is a simple exercise but potentially a powerful assessment tool. They also state that the puzzle game is just like an energetic quiz show that rewards participants who are both knowledgeable and lucky.<sup>32</sup> It means that puzzle game is a simple quiz but potentially a powerful

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<sup>30</sup>Maryam Rohani and Behzad Pourgharib, The Effect Of Games On Learning Vocabulary, *International Research Journal Of Applied And Basic Sciences Vol, 4 (10): 3540-3543* (Science Explorer Publications, 2013), p.3541, available Online at [www.irjabs.com/files\\_site/paperlist/r\\_1335\\_130913183107.pdf](http://www.irjabs.com/files_site/paperlist/r_1335_130913183107.pdf), retrieved on January 2017

<sup>31</sup> AS Hornby, *Oxford Advanced Learners Dictionary of Current English* (New York: Oxford University Press, 1986), p.206

<sup>32</sup>Raymond J Elson et.al, Enhancing the understanding of government and nonprofit accounting with THE PUZZLE GAME: A pilot study. *Journal of Instructional Pedagogies Enhancing*



assessment tool show that rewards participants who are both knowledgeable and lucky.

There are many kinds of puzzle game, one of them is word search puzzle. Word Search Puzzle, also known as word find games are popular for helping students recognize words. Acosta in his book explained about the instruction of word find that the students asked to find the words in the puzzle. Some words go across and some go down.<sup>33</sup> It is similar with instruction of word search puzzle game that the students have to find all of the letters are hidden in the grid. Words will be hidden inside the letters, written horizontally and vertically. It can be concluded that word search puzzle and word find is same. This game can be used for increasing students vocabulary development.

Historically, the word search games (puzzle) was originally designed and published by Norman E. Gibat in the Selenby Digest on March 1, 1968 Oklahoma. The puzzle was very popular and several more followed this original design. Some teachers in the Norman schools asked for reprints to use in their classes. One teacher sent them around the country to various friends in other schools. Undoubtedly one of these scattered copies eventually led somebody to sell the idea to a syndicator.

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*the understanding Valdosta State University*, 1980, available at: <http://citeerxt.ist.psu.edu/viewdoc/download?doi=10.1.1.366.500&rep=rep1&type=pdf>, retrieved on August 28th, 2017 at 10.15 AM

<sup>33</sup> Joan Acosta, Word Game and Puzzle, (Canada, 2013), p.7, available at: <http://www.bestofthereader.ca/Ebooks/Word Games and Puzzles.pdf>, retrieved on October 10th, 2016

Word search is a puzzle consisting of letters arranged in a grid, containing several hidden words written in any direction.<sup>34</sup> It means that word search is a puzzle containing several hidden words on letters arranged in a grid.

Vossoughi and Zargar state that word-search-puzzle game is one of many instructional games that reinforce word-level onto a grid and persuades the class to make suggestions for the puzzle clues.<sup>35</sup> They also state that the object of word-search-puzzle is to find the listed hidden word. The words may be hidden in any direction: horizontally, vertically, diagonally, and forwards and backwards.<sup>36</sup> It means that word search puzzle game is one of many instructional games that reinforce word-level onto a grid and it has the objective to find the list hidden word that hidden in any direction.

Sukstienwong et. al. states that the aim of this game is to find the word in the grid. In searching for words, users read and memorize the words while they are playing the game that helps them learn the words and spelling, letter by letter, in the puzzle.<sup>37</sup> It means that word search puzzle can help students learn the words and its spelling.

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<sup>34</sup> English Oxford Living Dictionary, Definition of Word Search in English, available at: [https://en.oxforddictionaries.com/definition/word\\_search](https://en.oxforddictionaries.com/definition/word_search), retrieved on September 17th, 2017

<sup>35</sup> Vossoughi H, Zargar M, *Op.Cit*, p. 80

<sup>36</sup> *Loc. Cit*

<sup>37</sup> Anon Sukstienwong et. al. “*Software Development Of Word Search Game On Smart Phones In English Vocabulary Learning*”. The International Conference On Education And Modern Educational Technologies, 2013, available at: <http://www.inase.org/library/2013/venice/bypaper/EMET/EMET-04.pdf>, retrieved on January 29th, 2017 at 09.43 AM

Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search games have a theme to which all the hidden words are related. The puzzle itself is a kind of game that can be used to practice certain language features at certain phases in the learning process in order to develop communication skills.

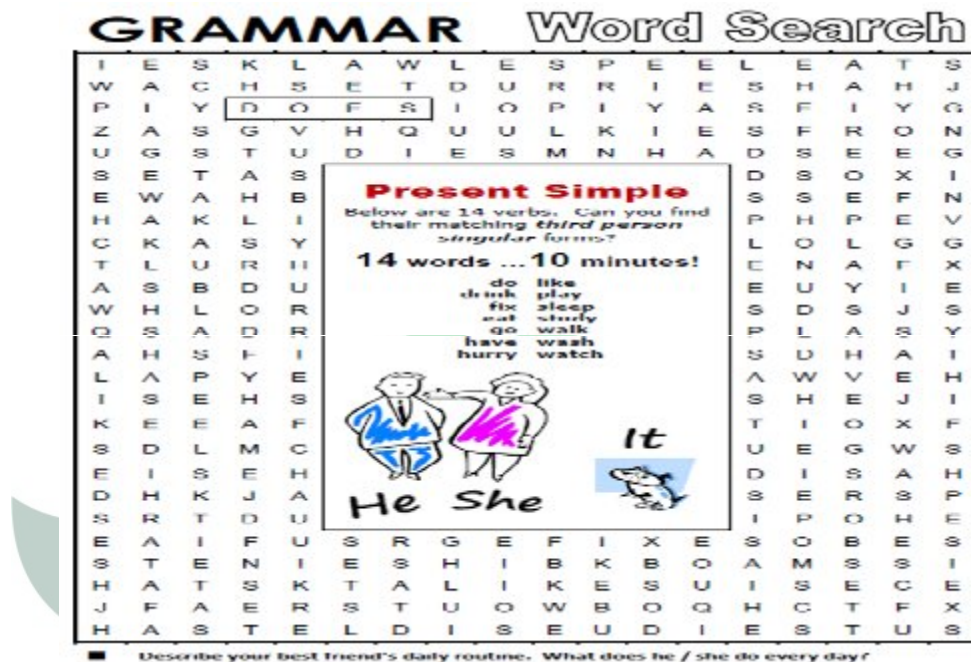


Figure 2

### The Example of Word Search Puzzle

From the theories above, it can be concluded that word search puzzle game is one of many instructional games that users have to find the hidden words at letters arranged in a grid that is hidden in any direction: vertically, horizontally, or diagonally.

## 1. Procedures of Teaching Vocabulary Through Word Search Puzzle

Michele mentions the instruction in teaching vocabulary through word search puzzle as follows: Each word on the right side of the puzzle is hidden somewhere within the letters on the left side. Words will be found exactly as they are spelled, but may be written left to right, right to left, up and down, or diagonally.<sup>38</sup> Furthermore, Haynes and Zacarian mention the procedure as follows: The teacher has students create a word search game on graph paper using their vocabulary words. Instead of providing a list of the words to be found, the students list the words' definitions as clues. When they are done, the students solve each other's puzzles<sup>39</sup>. Besides, Delia Dunlap also mentions the procedures as follows:

1. The teacher can prepare the word search in advance and either write it on the board or make photocopies to distribute to students. The teacher can also write a list of the words used.
2. Make a grid with hundreds of letters.
3. Words will be hidden inside the letters, written horizontally and vertically (can also be backwards and diagonally). Here is an example of a puzzle with the words "school" and "learn":

s o c k l e n s

c t h a e w z r

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<sup>38</sup> Michele R. Wells, *Sat/Psat Word Games* (New York: Learning Express, 2011), p.73

<sup>39</sup> Judie Haynes, Debbie Zacarian, *Teaching English Language Learners Across The Content Areas* (Essex: Pearson Educational Limited, 2010), p 68

h x o c a i n q

o c a s r s l h

o d h r n h k v

l o v e f i h o

4. The students should circle the words when they find them. They can cross the words off from the list when they find them and continue until all of the words are found.

5. These words can also form a jumbled (mixed-up) sentence that the students need to unscramble. For example, the words in the puzzle above spell: “We love to learn in school.” The task can be completed individually or in small groups.<sup>40</sup>

In determining the size of small group, Mills and Alexander states that there is no one right size for a group. you might not have much control over your class size either. Some insist that the magic number is six, others that it is between 5 to 8.<sup>41</sup> Furthermore, Dobson in Rivi explained to his students to devide the class into small groups of three to six students each.<sup>42</sup> It can be

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<sup>40</sup> Delia Dunlap, *Games & Icebreakers For The Esl Classroom*, English Language Fellow, Department of State Nouakchott, Mauritania, (2013), p.35

<sup>41</sup> David Mills and Patrick Alexander, *Small group teaching: a toolkit for learning* (Heslington, The Higher Education Academi, 2013), p.4, available at: [https://www.heacademy.ac.uk/system/files/resources/small\\_group\\_teaching\\_1.pdf](https://www.heacademy.ac.uk/system/files/resources/small_group_teaching_1.pdf). retrieved on January 15th, 2018 at 06.43 AM

<sup>42</sup> Antoni Rivi, Teaching Speaking Skill through Small Group Discussion Technique at the Accounting Study Program. *Journal of Education and Islamic Studies Vol. 5, Num. 1, January-June, 2017*. 2014. p. 56, Available at: <http://ejournal.uin-suska.ac.id/index.php/almanar/article/view/4115>. Retrieved on January 15th, 2018 at 07.03 AM

concluded that no one can determine correctly the size of small group, but 5 to 6 would be the suitable size for small group.

From the theories above, the researcher concluded that the procedure of teaching vocabulary by using word search puzzle as follows:

1. The teacher gives the word search puzzle photocopied to the student individually or in small group that contains the letter of word to be found.
2. The teacher explain about the game's rule that the students have to find all of the letter are hidden in the grid. Words will be hidden inside the letters, written horizontally and vertically.
3. The students should circle the word when they find them.
4. After their work are finished, they correct together.

In this research, the researcher choosed Delia's procedure in teaching vocabulary through word search puzzle, because Delia's procedure is easy and also explain word serach puzzle from preparing until the end of finishing word search puzzle. The teacher can use this game as educational tools for children.

## **2. Advantages and Disadvantages of Word Search Puzzle**

### **a. The Advantages of Word Search Puzzle**

- 1) They Help Develop Word Recognition
- 2) They Assist in Learning Context Clues

- 3) They Help Develop Pattern Recognition
- 4) They Introduce and Review Vocabulary
- 5) S-P-E-L-L-I-N-G (Wordsearches can help students learn the basics of spelling)
- 6) They Are Fun
- 7) You Can Make Them Higher Level
- 8) Wrap-Up.<sup>43</sup>

Based on the statements above, there are eight advantages of word search puzzle. Word search help develop word recognition, assist in learning context clues, develop pattern recognition, introduce and review vocabulary, help learn the spelling, fun, make students higher level, and wrap up.

#### **b. The Disadvantages of Using Word Search Puzzle**

- 1) This puzzle wasting a lot of time
- 2) Some students may have not taken the task of completing the puzzles seriously, as they were perceived to be unimportant.<sup>44</sup>

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<sup>43</sup>Lisa Van Gemert, *The Benefit Of Word Search Puzzle*, 2016, available At. [Http://Www.Giftedguru.Com/The-Benefits-Of-Wordsearches/](http://www.Giftedguru.Com/The-Benefits-Of-Wordsearches/), was accessed On January 13th,2016

<sup>44</sup>Carol A. Emery, *Word Find Puzzle*, Oxford Journal. Available at: <http://labmed.oxfordjournals.org/>, retrieved on February 22th, 2018



Based on the statement above, can be concluded that the disadvantages of using word search puzzle are wasting a lot of time and this puzzle make the students not seriously in doing this game.

### **3. Concept of Teaching and Learning Vocabulary through Word Search Puzzle**

English teacher must have good technique to teach vocabulary. It is used to make the students interest in learning vocabulary. The researcher assumes that teaching and learning through word search puzzle game can motivate the students to improve their vocabulary knowledge.

Word search puzzle game is one of many instructional games that users have to find the hidden words at letters arranged in a grid that hidden in any direction: vertically, horizontally, or diagonally. Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search games have a theme to which all the hidden words are related. Word search puzzle is fun and makes students interested in learning using word search puzzle.

In teaching vocabulary through word search puzzle enables the students to find out the information or guess the meaning on unfamiliar words.<sup>45</sup> It means

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<sup>45</sup>Ria Damayanti H, *Teaching Vocabulary Through Word Search Puzzle to the Fifth Grade Students of SDN01 NgaglikBlitar*, Tulungagung, East Java, 2014, available at. <http://repo.iain-tulungagung.ac.id/645/1/SKRIPSI.pdf>, retrieved on June 22th, 2016 at 03.24 PM.



that the students can guess the meaning on unfamiliar words based on the word search puzzles' theme.

Based on the statement above, word search puzzle game is suitable as a technique in teaching learning English especially vocabulary learning. The students will interesting in learning and they always try to know the new words from word search puzzle. Besides, by using this technique can change the boring classroom atmosphere become fun one. Student will feel interested in learn English because this activity will make them feel happy. This game also can to improve their achievement.

## **E. The Concept of Translation Technique**

### **1. Definition of Translation Technique**

Based on preliminary research, the teacher in SMP N1 Ambarawa used translation technique for teaching vocabulary. So, the researcher focused on translation technique as a teaching technique that was used in control class. Translation technique may be classified as one of technique that can be used in teaching vocabulary. Nation in Cameron listed basic techniques by which teachers can explain the meanings of new words, all of which can be used in the learner classroom are demonstration or pictures, analytical definition, putting the new word in a defining context, and translating into another language.<sup>46</sup> It means that translation can be defined as a technique of teaching English

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<sup>46</sup> Lynne Cameron, *Teaching Language to Young Learners* (New York: University Press, 2001), p.85

especially for vocabulary. It is also supported by Garcia, he says that the translation can also be an appropriate technique to introduce new words or even to explore the obscure nuances between terms.<sup>47</sup>

From the explanations above, can be concluded that the translation can be classified as a technique in teaching and learning English in the class. Learning new words or what we called as vocabulary is one of English aspect skill that can be taught by using translation technique.

According to Molin and Albir, translation technique is defined as procedures to analyze and classify how translation equivalence work.<sup>48</sup> It means that we need the procedures when translate some words either in oral or written form that called as the translation technique.

The word translation itself may be defined as the replacement of textual material in one language (source language) by equivalent material in another language (target language). Larson says that the translation is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. The form from which the translation is made will be called the source

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<sup>47</sup> Roberto A. Valdeon Garcia, *A New Approach to the Use of Translation in the Teaching of L2*, *Revista Alicantina de Estudios Ingleses Volume 8*, 1995 (Universidad de Oviedo, 1995), p.241, available at: [https://rua.ua.es/dspace/bitstream/10045/5424/1/RAEI\\_08\\_20.pdf](https://rua.ua.es/dspace/bitstream/10045/5424/1/RAEI_08_20.pdf). retrieved on September 2nd, 2017

<sup>48</sup> Lucia Molina, Amparo Hurtado Albir, *Translation Techniques Revisited: A Dynamic and Functionalist Approach*, *Universitat Autònoma de Barcelona, Meta, XLVII, 4*, 2002 (Barcelona, Spain: Universitat Autònoma de Barcelona, 2002), p.509, Available at: [https://ddd.uab.cat/pub/artpub/2002/137439/meta\\_a2002v47n4p498.pdf](https://ddd.uab.cat/pub/artpub/2002/137439/meta_a2002v47n4p498.pdf). retrieved on September, 17th, 2017

language and the form into which it is to be changed will be called receptor language.<sup>49</sup> It means that the translation technique should be emphasized on replacement one material type into another type by paying the equivalent changed.

The example of translation technique:

- (1) Source language : *dua meja*  
 Target language : two tables.
- (2) Source language : *periksa barang-barang anda*  
 Target language : check your luggage

Concerning the explanation above, translation technique is one of teaching technique by making a replacement language in textual material from one language (source language) into another language (target language) that emphasizes on equivalent rule. In this case the researcher will use its technique as a vocabulary teaching technique.

## 2. Procedure of Teaching Vocabulary through Translation Technique

The procedure of teaching vocabulary by using translation technique can be seen as follows:

- a. In class activities were introduced explicitly at the beginning and included discussion on the definition of translation, and what the translator needs to translate from one language to another.

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<sup>49</sup> M. L. Larson, *Meaning-based Translation: A Guide to Cross-language Equivalence* (New York: University Press of America, Inc, 1984), p.3

- b. Translation was integrated into reading activities
- c. Translation was conducted at both sentence (English to Indonesia) and passage (Indonesia to English) levels
- d. Several short Indonesia text translation (around 400 characters) were integrated progressively into class activities.
- e. Feedback was provided in the following week by 1) correcting individual translation work and, 2) presenting common mistakes/errors in class.<sup>50</sup>

It can be concluded that procedures of translation technique are discussion on the definition of translation and what the translator needs to translate from one language to another, integrated into reading activities, conducted at both sentence and passage levels, short Indonesia text translation were integrated progressively, and giving feedback.

### **3. Advantages and Disadvantages of using Translation Technique in Teaching English**

#### **a. The advantages of using Translation Technique**

According to Mehta, translation technique is not as terrible as it appears to be and Duff in Mehta gives reason for considering translation very advantageous:

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<sup>50</sup> Sayuki Machida, *A Step Forward to Using Translation to Teach a Foreign/Second Language*, *Electronic Journal of Foreign Language Teaching*, Vol. 5, Suppl. 1, (National University of Singapore, 2008), p.144, available at: [https://www.researchgate.net/publication/254930837\\_A\\_Step\\_Forward\\_to\\_Using\\_Translation\\_to\\_Teach\\_a\\_ForeignSecond\\_Language](https://www.researchgate.net/publication/254930837_A_Step_Forward_to_Using_Translation_to_Teach_a_ForeignSecond_Language), retrieved on September 13th, 2017 at 04.21 PM

1. Invites speculation and discussion
2. Develops qualities that are essential to all language: accuracy, clarity, and flexibility.
3. The teacher can select material to illustrate particular aspects of language, and students can see the links between language usage and grammar.
4. Lets students practice a variety of style and registers.<sup>51</sup>

It can be concluded that the advantages of translation technique are invites speculation and discussion, develops qualities, the students can see the links between language usage and grammar, and students practice a variety of style and register.

#### **b. The Disadvantages of using Translation Technique**

1. Encourages thinking in one language and transference into another with interference
2. Deprives from learning within only one language
3. Gives false credence of word-to-word equivalence
4. Does not allow achievement of generally accepted teaching aims: emphasis on spoken fluency
5. Time-consuming activity
6. Not desirable, since it uses the mother tongue.<sup>52</sup>

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<sup>51</sup> Naveen K. Mehta, *English Language Teaching through the Translation Method (A Practical Approach to Teaching Mongolian CPAs)*, Volume 14, No.1 January 2010, available at: <http://translationjournal.net/journal/51mongolian>, retrieved on March 11, 2017 at 10.05 PM

<sup>52</sup> *Ibid*

From the theories above, it can be concluded that the disadvantages of using translation technique are encourages thinking with interference, desprives from learning within only language, gives false redence of word-to-word equivalence, does not allow achievement of generally accepted teaching aims, time consuming, and not desirable activity.

#### **F. Frame of thinking**

English teaching involves four language skills; they are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that they are also taught in English teaching and learning process. English has important component that is vocabulary.

The English teacher should have such kind of technique to teach vocabulary. The technique is used to make the students interest and have motivation in learning vocabulary. In this case, the teacher can help students by using word search puzzle game in teaching vocabulary.

The researcher assumed that teaching vocabulary through word search puzzle game can improve the students' vocabulary. This game can help the students to know and understand about new vocabulary. The student can get a word from that letters by searching and forming based on certain category, and then analyzes the words from lists of word. For example, the students were asked to search and analyze vocabulary in categories of vegetables. The students search for the word from the list of the word, letter by letter in the puzzle. When they find the word, they should circle the word

and continue until all of the word are found. And then, the teacher ask the student to guess the meaning of the word. The students guess the meaning of the word by the theme of the wordsearch puzzle. For example: potato. Potato is kind of vegetable, and potato is the familiar word for students. So, the students can guess that the meaning of potato is *kentang*. In the end of the study, the teacher gave feedback to the students' work. The teacher inform the location of the word in the puzzle. Word search puzzle make the students interested and it was attracted for students, so the researcher suggest to use this technique to improve vocabulary students.

#### G. Hypothesis

Based on the frame of thinking above, the researcher proposed hypotheses as follow:

1.  $H_0$  : there is no significant influence of using word search puzzle games to improve students' word meaning at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

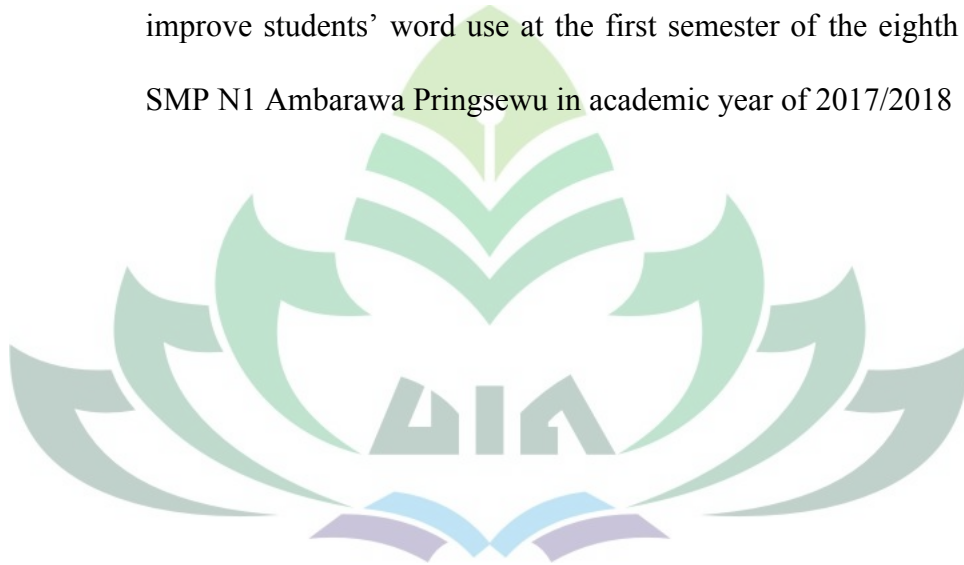
$H_a$  : there is a significant influence of using word search puzzle games to improve students' word meaning at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

2.  $H_0$  : there is no significant influence of using word search puzzle games to improve students' word form at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

$H_a$  : there is a significant influence of using word search puzzle games to improve students' word form at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

3.  $H_0$  : there is no significant influence of using word search puzzle games to improve students' word use at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

$H_a$  : there is a significant influence of using word search puzzle games to improve students' word use at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018





## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

In this research, the researcher used experimental design, which is the general plan to carrying out a study with and active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>1</sup> It means that experimental design is a research design that is used to find the influence of one variable to another.

In experimental design, the researcher used quasi-experimental research design, quasi experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>2</sup> The researcher selected two classes, one class as an experimental class and one class as a control class.

The researcher used pre-test post-test design. The researcher used two classes as the sample of the research; one was experimental class which taught through word search puzzle game and another one as control class that is taught through translation

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<sup>1</sup> Donald Ary, Cheser Jacobs, And Chris Sorensen, *Introduction To Research In Education*. Eight Edition(Canada: Wadsworth), p.301

<sup>2</sup>John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*(4th ed) (New York: Pearson Education. 2012), p.309

technique. Both classes got the same materials. Research design is presented as follow:

**Table 2**  
**Pre-test Post-test Design**

Select Experimental Group	Pre-test	Experimental Treatment	Post-test
Select Control Group	Pre-test	Control Treatment	Post-test

The researcher observed the result of the pre-test and post-test, and compared them. the researcher used pre-test and post-test design to measure both control and experimental class' achievement. The pre-test was given to both classes before the treatment to know the students' early achievement. Then, the treatment by word search puzzle game was given only to the experimental class, while for the control class was taught by translation technique. At the end of the research , the students were gave post-test in order to know their achievement after the treatment.

#### **B. Operational Definition of Variable**

The operational definition of variable is used to explain the variables which are used in this research to avoid misconception of variables presented in this research. The operational definitions of variables are as follows;

1. Word search puzzle game is one of many instructional games that users have to find the hidden words at letters arranged in a grid that hidden in any direction: vertically, horizontally, or diagonally.

2. Vocabulary mastery is the comprehensive knowledge or skill to use or to understand well of meaning and uses the words of language. The researcher focus on meaning, form, and use of two word classes only, they are noun and verb.

### C. Population, Sample and Sampling Technique

#### 1. Population

Fraenkel and Wallen say that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.<sup>3</sup> Population of this research was the students at first semester of eighth grade SMP N1 Ambarawa. It consists of 315 students including nine classes. Table 3 showed the number of the students in detail:

**Table 3**  
**The Total Number of Students of eighth grade SMP N1 Ambarawa**  
**Pringsewu in the academic year of 2017/2018**

No	Class	Sex		Total
		Male	Female	
1	VIII 1	11	24	35
2	VIII A	13	22	35
3	VIII B	11	25	35
4	VIII C	15	20	35
5	VIII D	15	21	36
6	VIII E	13	22	35
7	VIII F	14	20	34
8	VIII G	14	21	35
9	VIII H	13	22	35
<b>The Total Number of students</b>				<b>315</b>

Source : Official staff of SMP N1 Ambarawa in the academic year 2017/2018

<sup>3</sup>Jack R. Fraenkel, Norman E. Wallen, *How To Design And Evaluate Research In Education* (7th ed) (New York: Mcgraw-Hill, 2009), p.90

## 2. Sample

The sample of the research was two classes, one class as the experimental class and another as the control class. The classes were VIII A and VIII B, one class was an experimental class and the second class as control class. The researcher used 70 of the students in VIII classes.

## 3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.<sup>4</sup> The experimental and control class were chosen randomly by using a small piece of paper. The name of each class was written in a small piece of paper and then the papers were rolled and shaken. The first paper as an experimental class and the second paper as control class.

## D. Data Collecting Technique

In collecting the data, the researcher used the data taken from:

### 1. Pre-test

Pre-test was administrated to know the students' vocabulary mastery before the treatments. It was done in control class and experimental class to find out the students' vocabulary mastery before treatment.

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<sup>4</sup>*Ibid*,p.95

## 2. Post-test

Post-test was administered to know students' vocabulary mastery after being given treatments. The researcher used post-test to know the effect of the treatment toward students' vocabulary mastery after being given treatment. The post-test was given to the both classes after receiving the treatment.

### E. Research Instrument

According to Margono, the research instrument is defined as a tool of data collecting that has to be planned well and designed in various form to get empirical data as it is in reality.<sup>5</sup>In this research, the instrument was test. The researcher gave two instruments, they are pre-test and post-test. The test was used to measure the students' achievement in vocabulary before and after being given the treatment. In this research, the researcher used a test to get the data about vocabulary mastery with single word, include noun and verb.

The specification of the test for pre-test and post-test before validity is :

**Table 4**  
**The Items of Pre-test and Post-test before validity**

Subject	Word	Distribution					
		Pre-test			Post-test		
		Odd	Even	Total	Odd	Even	Total
	Meaning	3,9,11, 15,19,43	2,10,20, 48,57	11	3,17, 33, 35, 37	2, 16, 38, 42, 52	10

<sup>5</sup>Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2014), p.155



Noun	Formation	13,25,35, 39,49	12,26,34, 42,56	10	11, 31, 39	4, 10, 12, 32, 40	8
	Use	1, 5, 45, 51, 53	4, 36, 54, 60	9	1, 53, 57	34,36,54, 56, 58	8
	Meaning	7, 23, 31, 33	14, 18, 24, 28,32	9	7, 13, 19, 21, 43, 51	8, 18, 20, 26, 28, 30	12
	Formation	27, 47, 55	16,22,30, 40, 44, 46, 50	10	23, 25, 27, 29, 41, 59	22, 24, 48, 50	10
	Use	17, 21, 29, 37, 41, 59	6, 8, 38, 52, 58	11	5, 9, 15, 45, 47, 49, 55	6, 14, 44, 46, 60	12
		29	31		30	30	
		60			60		

From the table above, we can see that there were two subjects, they were noun and verb. Every subject has three types of word, they were meaning, formation, and use. In pre-test for subject of noun, the word meaning of noun consists of eleven numbers. They were number 3, 9, 11, 15, 19, and 43 for odd numbers and 2, 10, 20, 48, and 57 for even numbers. The word formation of noun consists of ten numbers. They were number 13, 25, 35, 39, and 49 for odd numbers and 12, 26, 34, 42, and 56 for even numbers. The word use of noun consists of nine numbers. They were number 1, 5, 45, 51, and 53 for odd numbers and 4, 36, 54, and 60 for even numbers. While for subject of verb, the word meaning of verb consists of nine numbers. They were number 7, 23, 31, and 33 for odd numbers and 14, 18, 24, 28, and 32 for even numbers. The word formation of verb consists of ten numbers. They were number 27, 47, and 55 for odd numbers and 16, 22, 30, 40, 44, 46, for 50 for even numbers. The word use of verb

consists of eleven numbers. They were number 17, 21, 29, 37, 41, and 59 for odd numbers and 6, 8, 38, 52, and 58 for even numbers. Summary, there were 29 number for odd and 31 number for even number. Hence, they were 60 numbers in pre-test before validity.

In post-test for subject of noun, the word meaning of noun consists of ten numbers. They were number 3, 17, 33, 35, and 37 for odd numbers and 2, 16, 38, 42, and 52 for even numbers. The word formation of noun consists of eight numbers. They were number 11, 31, and 39 for odd numbers and 4, 10, 12, 32, and 40 for even numbers. The word use of noun consists of eight numbers. They were number 1, 53, and 57 for odd numbers and 34, 36, 54, 56, and 58 for even numbers. While for subject of verb, the word meaning of verb consists of twelve numbers. They were number 7, 13, 19, 21, 43, and 51 for odd numbers and 8, 18, 20, 26, 28, and 30 for even numbers. The word formation of verb consists of ten numbers. They were number 23, 25, 27, 29, 41, and 59 for odd numbers and 22, 24, 48, and 50 for even numbers. The word use of verb consists of twelve numbers. They were number 5, 9, 15, 45, 47, 49, and 55 for odd numbers and 6, 14, 44, 46, and 60 for even numbers. Summary, there were 30 number for odd and 30 number for even number. Hence, they were 60 numbers in post-test before validity.

It can be concluded that total number of pre-test was 60 and post-test was 60. This test was used before validity test of pre test and post-test for the sample of experimental class and control class.

**Table 5**  
**The Items of Pre test and Post test after validity**

Subject	Word	Distribution					
		Pre-test			Post-test		
		Odd	Even	Total	Odd	Even	Total
	Meaning	7, 13	4	3	1, 15	20	3
	Formation	5	-	1	5	16	2
	Use	1, 15	12, 18	4	21	14, 22, 24	4
	Meaning	3, 9, 11, 19	-	4	3, 11	6, 8, 12	5
	Formation	-	8, 14, 16	3	9, 13, 17, 19	10, 18	6
	Use	17	2, 6, 10, 20	5	7, 23, 25	2, 4	5
		10	10		13	12	
		20			25		

From the table above, we can see that there were two subjects, they were noun and verb. Every subject has three types of word, they were meaning, formation, and use. In pre-test for subject of noun, the word meaning of noun consists of three numbers. They were number 7, and 13 for odd numbers and 4 for even number. The word formation of noun consists of one number. It was number 5 for odd numbers and there was no available item for even number. The word use of noun consists of four numbers. They were number 1 and 15 for odd numbers and 12 and 18 for even numbers. While for subject of verb, the word meaning of verb consists of four numbers. They were number 3, 9, 11, and 19 for odd numbers and there was no

available item for even number. The word formation of verb consists of three numbers. They were number 8, 14, and 16 for even numbers and there was no available item for odd number. The word use of verb consists of five numbers. They were number 17 for odd numbers and 2, 6, 10, and 20 for even numbers. Summary, there were 10 number for odd and 10 number for even number. Hence, they were 20 numbers in pre-test after validity.

In post-test for subject of noun, the word meaning of noun consists of three numbers. They were number 1 and 15 for odd numbers and 20 for even numbers. The word formation of noun consists of two numbers. They were number 5 for odd number and 16 for even number. The word use of noun consists of four numbers. They were number 21 for odd number and 14, 22, and 24 for even numbers. While for subject of verb, the word meaning of verb consists of five numbers. They were number 3 and 11 for odd numbers and 6, 8, and 12 for even numbers. The word formation of verb consists of six numbers. They were number 9, 13, 17, and 19 for odd numbers and 10 and 18 for even numbers. The word use of verb consists of five numbers. They were number 7, 23, and 25 for odd numbers and 2 and 4 for even numbers. Summary, there were 13 number for odd and 12 number for even number. Hence, they were 25 numbers in post-test after validity.

It can be concluded that total number of pre-test was 20 and post-test was 25. This test was used after validity test.

## **F. Research Procedure**

In this research, the researcher applied three steps; they were as follows:

### **1. Planning**

Before the researcher applied the research procedure, the researcher made some planning to run the application well. There were some steps that should be done by the researcher. The procedure of making planning of the research could be seen as follows:

#### **a. Finding the subject of research**

The researcher chose the students of the eighth grade of SMP N1 Ambarawa Pringsewu as a subject of the research. There were two classes that were the subject of the research. One class was experimental class and another was control class.

#### **b. Designing the instruments of the research**

The instrument of this research was multiple choices. The students got the same instrument for both classes in several topics that were consulted.

#### **c. Preparing try-out**

Try out was conducted to identify how accurate and effective the test before it is used to collect the data of the research and identified whether the test can be administered or not. The researcher prepared the try-out for pre-test and post-test that was given to the students. The total number of the

test was 20 questions. Then, the researcher evaluated the test items to get the best items that was given in pre-test and post-test.

**d. Preparing the pre-test**

The researcher prepared a kind of test (called pre-test) that was given to the students. The researcher used the test instrument that was used in try out. The researcher prepared instrument that was used in pre-test. By doing preparation before the test was given the researcher held the pre-test easily.

**e. Conducting treatment**

Treatment was repeated in three times after pre-test. The researcher as the teacher taught the students about present continuous tense. The researcher taught the students about the material by using word search puzzle in experimental class and using translation technique in control class. The students were given the explanation about the goals and objective of the instruction. The teacher asked the students in experimental class to looking for words in the Word Search Puzzle from left to right or from top to down. While, for the students in control class, the teacher gave vocabularies and asked the student to looking for the meaning of the vocabularies by using dictionary.

**f. Preparing the post test**

The researcher prepared post-test that was given to the students. The post-test was given to know the students' vocabulary mastery after being given the treatment. The researcher prepared instrument that was used in



post-test. By doing preparation before the test was given the researcher held the post-test easily.

**g. Analyzing the result of post-test**

In analyzing the result, The researcher compared the result of post-test between experimental and control class to see whether the score of the post-test was higher than the score in the pre-test.

**2. Application**

After making the planning, the researcher tried to apply the research procedure that has been already planned. There were some steps in doing this research:

- a. In the first meeting, the researcher gave try out

This test was multiple choices consist of 60 questions that have answer options (A), (B), (C), and (D). Try out test was given in try out class to evaluate the test items before used to pre-test and post-test items.

- b. In the second meeting, the researcher gave the pre-test.

In this case, the researcher gave items after being determined by validity and reliability analysis of try out. It means that only valid and reliable test items that were used in the pre-test.

- c. After giving the pre-test, the researcher conducted the treatment in the experimental class and control class.

In the experimental class, the researcher conducted the treatment by using Word Search Puzzle, while in the control class, the researcher gave the treatment by using translation technique. Both experimental class and control class were given three meetings for treatment.

- d. In the last meeting, the researcher gave post-test.

After the researcher doing the treatment in the experimental class and control class, the researcher gave post-test to measure whether the technique can give big influence or not to the students' vocabulary mastery.

### **3. Reporting**

The last point in the research procedure was reporting. There are three steps which should be done in reporting. The steps were as follows:

- a. Analyzing the data that were already received from try-out test
- b. Analyzing the data that were already received from pre-test and post-test.
- c. Making a report on the findings.

### **G. Scoring Procedure for Evaluating Students' Vocabulary Mastery**

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. In order to do that, the researcher used Arikuntos'

formula. The high score was 100. The scores of pre-test and post-test was calculated by using the following formula:

$$= -100$$

Where:

S :The score

R :the total of the right answer

N :the total items

## H. Validity of Test

A good test was the test that has validity. The validity test was conducted to check whether the test measures what is intended to be measured.<sup>6</sup> Best and Kahn say that a test is valid if it is measures what it claims to measure.<sup>7</sup> It means that a good test must have validity so the test can measure the aspects that was measured. The test was valid if the tests can really tests what needs to be instead correctly. In this research, there were several aspects to measure validity of the test. They were:

### 1. Content Validity

According to Setiyadi content validity associated with all the test items contained in a measuring instrument.<sup>8</sup>To get the content validity, the test would

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<sup>6</sup>Hughes Arthur, *Testing For Language Teacher* (2nd ed) (Cambridge: Cambridge University Press, 2003), p.26

<sup>7</sup>John W. Best, James V. Kahn, *Research In Education*(7th ed) (New Delhi: Prentice-Hall, 1995), p.218

<sup>8</sup>Ag Bambang Setiyadi, *Metode Penelitian untuk pengajaran Bahasa Asing* (1st ed) (Yogyakarta, Graha Ilmu Press, 2006), p.22

be adapted with the textbook and based on the syllabus for the eighth grade for Junior High School. The syllabus could be seen in appendix 11.

## **2. Construct Validity**

Construct validity is the extent to which the data collection instrument provides scores that can be used to make inferences about a construct.<sup>9</sup> It means that construct validity concerned wheather the test was suitable with the theory or not. Thus the items should really show wheather they have vocabulary that has been taught or not, and should really measure the students' vocabulary mastery.

The researcher consulted the test to the English teacher at SMP N1 Ambarawa named Farhan Bastian, S.Pd. in consulting the test, the researcher wanted to see whether the specification vocabulary mastery and items number had been fix. After the researcher consulted the test with the teacher, he said that the vocabulary test material was suitable for the student level.

### **I. Reliability of the Test**

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>10</sup> Furthermore, Arikunto

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<sup>9</sup>John W. Best, James V. Kahn, *Op.Cit*, p.218

<sup>10</sup> Jack R. Fraenkel, Norman E. Wallen, *Op. Cit*, p. 154

says that the reliability shows that an instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough.<sup>11</sup>

The reliability of the test was calculated by using ANATES. ANATES was application program capable of calculating the analysis for multiple choice and essay of items quickly, easily and accurately. It means that ANATES was used to calculate the reliability of the test for multiple choice and essay of items quickly, easily and accurately. The criteria of reliability as follows<sup>12</sup>:

**Table 6**  
**The Level of Reliability**

0.000-0.200	Very low reliability
0.200-0.400	Reliability is low
0.400-0.600	Medium reliability
0.600-0.800	Reliability is high
0.800-1,000	Reliability is very high

From the criteria of reliability above, it can be drawn a conclusion that the result obtained in the ANATES of reliability that reliability test in vocabulary mastery for pre test and post test has a high reliability because the result of pre testis 0.72 and the result of post test is 0.74. It can be seen in appendix 4.

## **J. Data Analysis**

The data was statistically analyzed by using technique and steps as the following formula shows:

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<sup>11</sup>Ag Bambang Setiadi, *Op.Cit*, p.19

<sup>12</sup>*Ibid*, p.167

## 1. Normality Test

The researcher used normality test to know whether the data have a normal distribution or not.<sup>13</sup>In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*).

The hypotheses for the normality test were formulated as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test were as follows:

$H_0$  is accepted if  $\text{sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig.} < \alpha = 0.05$

## 2. Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Sciences*).

The hypotheses for the homogeneity test were:

$H_0$  = The variance of the data is homogeneous

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<sup>13</sup>*Ibid*, p.169



$H_a$  = The variance of the data is not homogeneous

While the criteria of acceptance or rejection of hypothesis test are:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

### 3. Hypothetical test

To investigate whether there is influence of Word Search Puzzle game on students' vocabulary mastery, the researcher used t-test to analyze the data. In this case, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for hypothetical of test. The purpose of using SPSS in this case was to practicality and efficiency in the study.

The hypotheses were:

1.  $H_0$  : there is no significant influence of using word search puzzle games to improve students' word meaning at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

$H_a$  : there is a significant influence of using word search puzzle games to improve students' word meaning at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

2.  $H_0$  : there is no significant influence of using word search puzzle games to improve students' word form at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

$H_a$  : there is a significant influence of using word search puzzle games to improve students' word form at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

3.  $H_0$  : there is no significant influence of using word search puzzle games to improve students' word use at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

$H_a$  : there is a significant influence of using word search puzzle games to improve students' word use at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

While the criteria acceptance or rejection of hypotheses test are:

- $H_a$  is accepted if  $\text{sig} < \alpha = 0.05$
- $H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Implementation**

The research was conducted on October 9<sup>th</sup> 2017. Before conducting the research, firstly, the researcher asked the headmaster's and teacher's permission of the school. After having the permission, the researcher conducted through the following steps:

1. Determining the subject of research, namely the student at the eighth grade of SMP N1 Ambarawa.
2. Designing the test, the test was multiple choice test
3. Determining the sample of research by using cluster random sampling.
4. Holding try out to identify how accurate and effective whether the test can be administered or not.
5. Holding pre-test in order to know the student's vocabulary mastery before they had treatment.
6. Analyzing the data gotten the pre test
7. Giving the treatment to the sample of the research that was word search puzzle game which was implemented in teaching learning vocabulary.
8. Holding post-test to know the students' vocabulary mastery after they got treatment.

9. Analyzing the data gotten through post-test. The data were analyzed by using SPSS.
10. Testing the Hypothesis and making the conclusion.
11. Reporting the result of the research.

## **B. Data Description**

On October 9<sup>th</sup>, 2017 the researcher administered the try out test. The researcher prepared 120 items as the instrument of the test, 60 items for pre-test and 60 items for post-test. From 120 test items of try out, some items were chosen as instrument of the test. The choosing of the instrument had been calculated by using ANATES by considering two categories, validity and reliability. After being try out the researcher used 20 questions for the pre-test and 25 questions for the post-test.

The researcher gave the pre-test, on Monday, October 10<sup>th</sup>, 2017 in Experimental class and October 11<sup>th</sup>, 2017 in controlclass. In the experimental class which consisted of 35 students and in the control class which consisted of 35 students. When the researcher gave the pre-test, all of the students in experimental class and control class followed the pre-test.

Then, on Thursday, October 12<sup>th</sup>, 2017 the researcher gave the first treatment in experimental class at 07.20 am and on Thursday, October 12<sup>th</sup>, 2017 in control class at 09.30 am. The students of experimental class there was no student absent and in control class there was one student absent.

The researcher gave the second treatment on Tuesday, October 17<sup>th</sup>, 2017 in experimental class at 09.30 am and on Wednesday, October 18<sup>th</sup>, 2017 in control class at 13.00 am. The students in the experimental class and control class there was no student absent.

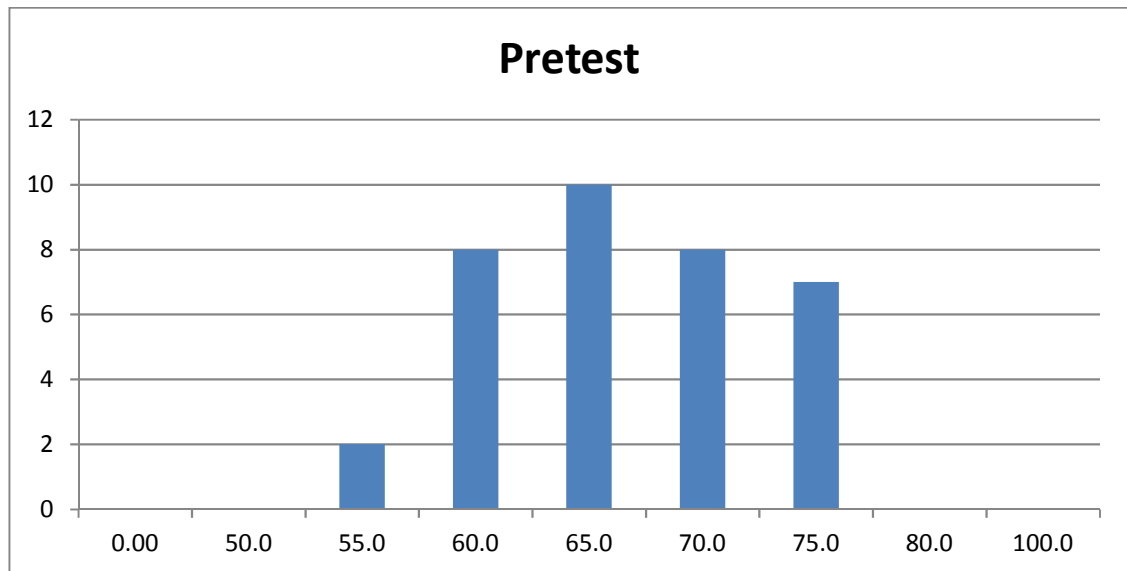
Then, on Thursday, October 19<sup>th</sup>, 2017 the researcher gave the third treatment. The treatment began at 07.20 am in experimental class and in control class on Thursday, October 19<sup>th</sup>, 2017 the researcher gave the third treatment. The treatment began at 09.30 am in control class, the students in the experimental class and control class there was no student absent.

For the last meeting, the researcher gave the post-test to the students in experimental on Tuesday October 24<sup>th</sup>, 2017 and control class on Wednesday, October 25<sup>th</sup>, 2017. All of the students in experimental class and control class followed the post-test.

## **C. Data Analysis**

### **1. Result of Pre-test**

The pre-test was administered in order to know students' vocabulary mastery before the treatments given. It can be seen from the pre-test score of students' vocabulary mastery in the experimental class and control class.

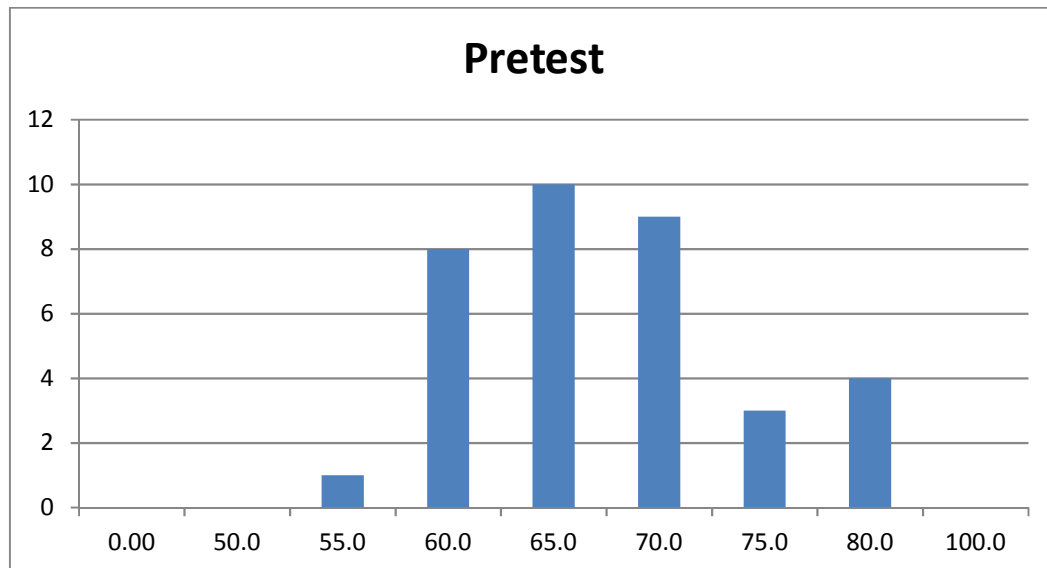


**Figure 3**  
**Graph of the Result of the Pre-test in Experimental Class**

Based on the Figure 3, it can be concluded that there were two students who got 55 score, eight students who got 60 score, ten students who got 65 score, eight students who got 70 score, and seven students who got 75 score.

The result of mean of pre-test in experimental class was 66.43, standard deviation was 6.011, N was 35, median was 65.00, variance was 36.134, minimum score was 55, maximum score was 75. It showed students' vocabulary mastery before they got threatments.





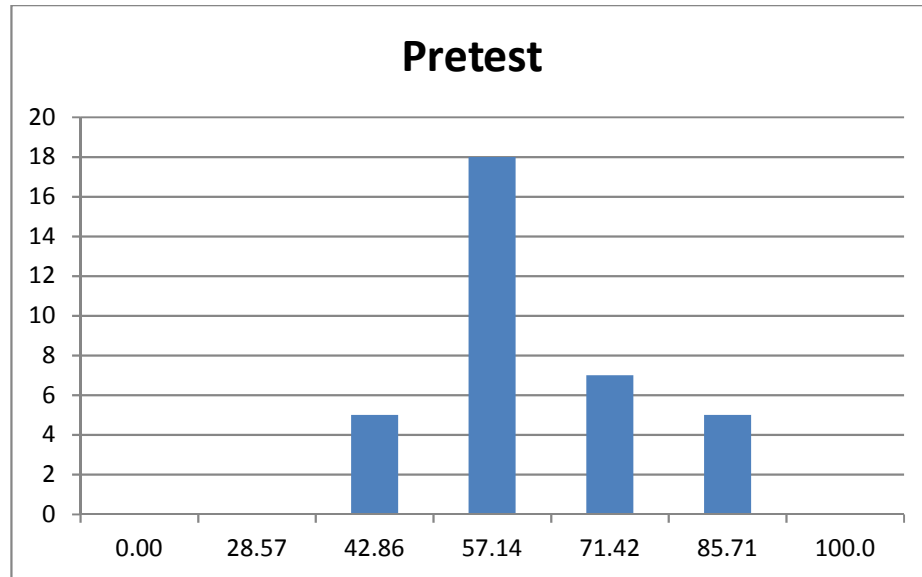
**Figure 4**  
**Graph of the Result of the Pre-test in Control Class**

Based on the Figure 4, it can be concluded that there was one student who got 55 score. There were eight students who got 60 score, ten students who got 65 score, nine students who got 70, three students who got 75 score, and four students who got 80 score.

The result of mean of pre-test in experimental class was 67.43, standard deviation was 0.683, N was 35, median was 65.00, variance was 44.664, minimum score was 55, maximum was 80. It showed students' vocabulary mastery before they got threatments.

The researcher has been divided the data of pre-test into three categorize, those are

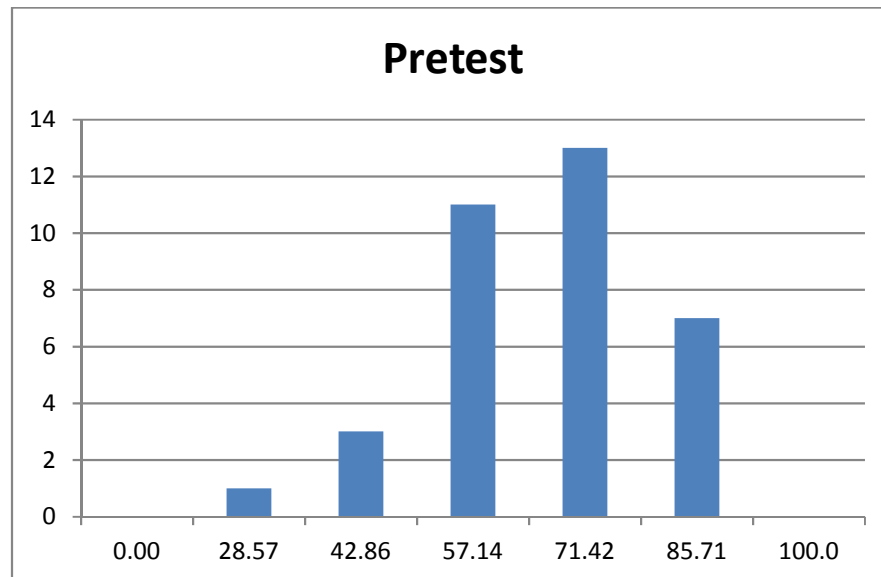
**a. The result of pre-test which focus on word meaning**



**Figure 5**  
**Graph of the Result of the Pre-test which Focus on Word Meaning**  
**in Experimental Class**

Based on the Figure 5, it can be concluded that there were five students who got 42.86 score, eighteen students who got 57.14 score, seven students who got 71.42 and five students who got 85.71 score

The result of mean of pre-test which focus on word meaning in experimental class was 62.04, standard deviation was 12.935, N was 35 , median was 57.14, variance was 167.317, minimum score was 43 and maximum score was 86.

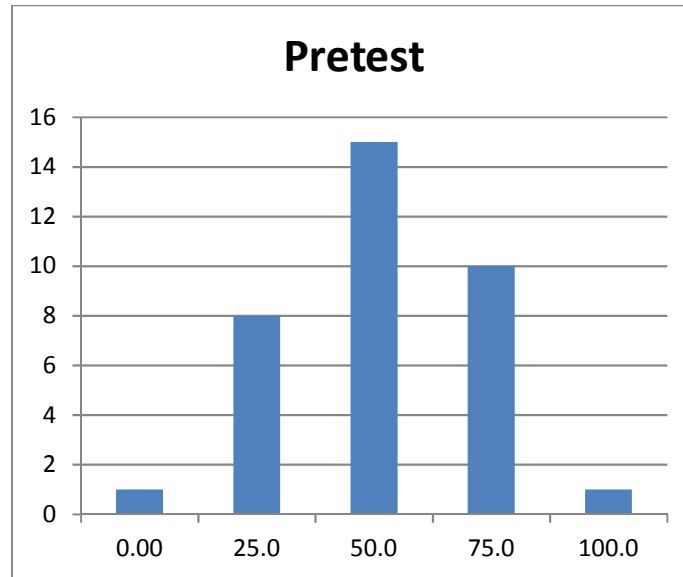


**Figure 6**  
**Graph of the Result of the Pre-test which Focus on Word Meaning**  
**in Control Class**

Based on the Figure 6, it can be concluded that there was one student who got 28.57 score. There were three students who got 42.86 score, eleven students who got 57.14, thirteen students who got 71.42 score, and seven students who got 85.71 score.

The result of mean of pre-test which focus on word meaning in control class was 66.12, standard deviation was 14.320, N was 35, median was 71.42, variance was 205.049, minimum score was 29 and maximum score was 86.

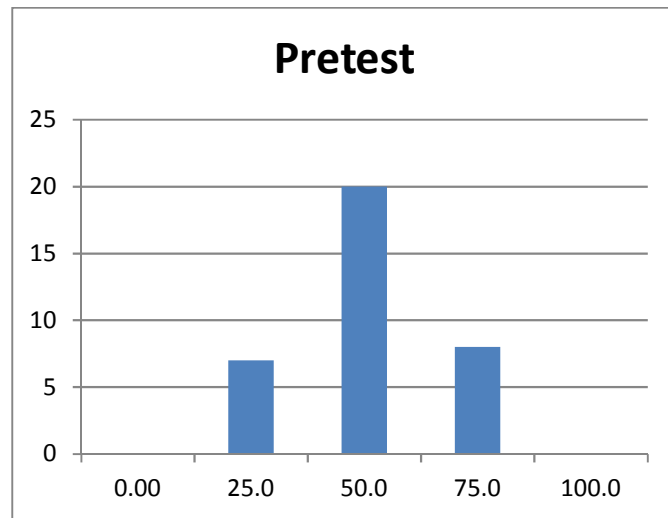
**b. The result of pre-test which focus on word form**



**Figure 7**  
**Graph of the Result of the Pre-test which Focus on Word Form**  
**in Experimental Class**

Based on the Figure 7, it can be concluded that there was one student who got 0 score. There were eight students who got 25 score, fifteen students who got 50, there were ten students who got 75, and there was only one student who got 100 score.

The result of mean of pre-test which focus on word form in experimental class was 51.43, standard deviation was 21.814, N was 35 , median was 50.00, variance was 475.840, minimum score was 0 and maximum score was 100.

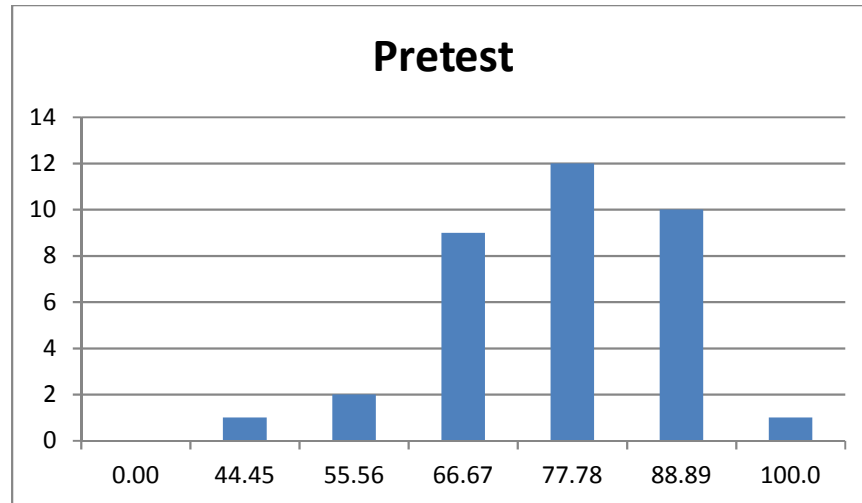


**Figure 8**  
**Graph of the Result of the Pre-test which Focus on Word Form**  
**in Control Class**

Based on the Figure 8, it can be concluded that there were seven students who got 25 score, twenty students who got 50 score, and eight students who got 75.

The result of mean of pre-test which focus on word form in control class was 50.71, standard deviation was 16.589, N was 35, median was 50.00, variance was 275.210, minimum score was 25 and maximum score was 75.

**c. The result of pre-test which focus on word use**

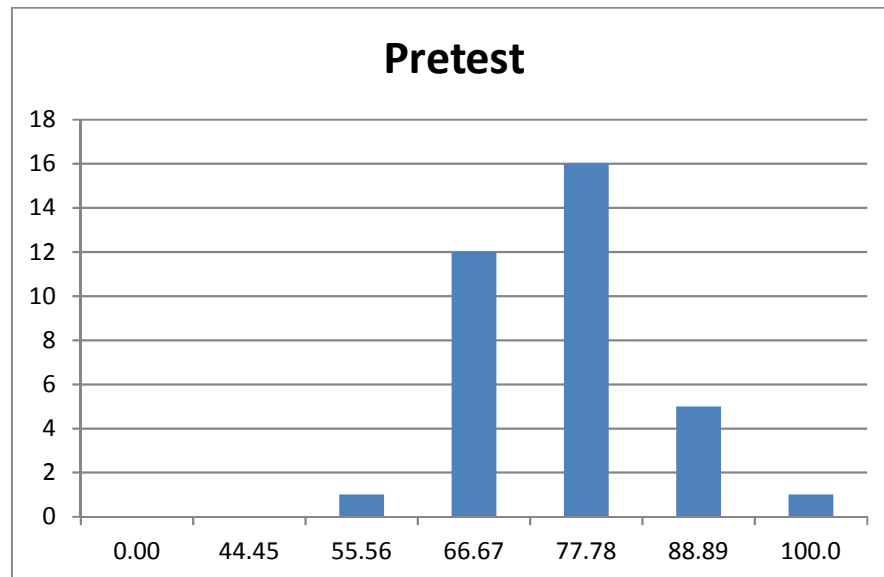


**Figure 9**  
**Graph of the Result of the Pre-test which Focus on Word Use**  
**in Experimental Class**

Based on the Figure 9, it can be concluded that there was one student who got 44.45 score. There were two students who got 55.56 score, nine students who got 66.67 score, twelve students who got 77.78 score, ten students who got 88.89 score, and there was only one student who got 100 score.

The result of mean of pre-test which focus on word use in experimental class was 76.51, standard deviation was 11.981, N was 35, median was 77.78, variance was 143.555, minimum score was 44 and maximum score was 100.





**Figure 10**  
**Graph of the Result of the Pre-test which Focus on Word Use**  
**in Control Class**

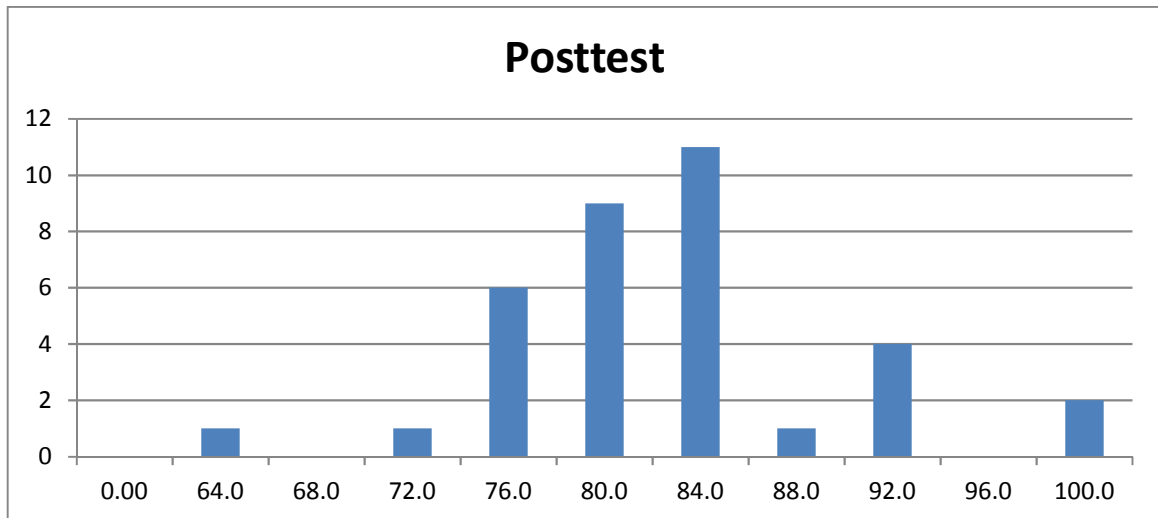
Based on the Figure 10, it can be concluded that there was one student who got 55.56 score. There were twelve students who got 66.67 score, sixteen students who got 77.78, five students who got 88.89 score, and there was only one student who got 100 score.

The result of mean of pre-test which focus on word use in control class was 75.56, standard deviation was 9.256, N was 35, median was 77.78, variance was 85.676, minimum score was 56 and maximum score was 100.

## **2. Result of Post-test**

After conducting three meetings of treatments the researcher conducted the post-test to the sample. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on

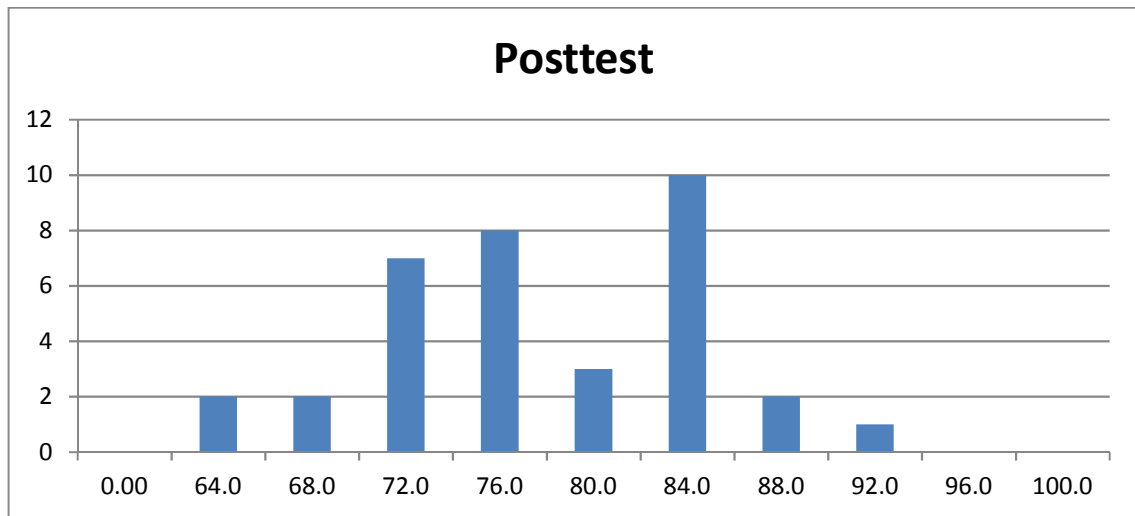
Tuesday, October 24<sup>th</sup>, 2017 at 09.30 a.m for VIII A as the experimental class and VIII B as the control class on Wednesday, October 25<sup>th</sup>, 2017 at 13.00.



**Figure 11**  
**Graph of the Result of the Post-test in Experimental Class**

Based on the Figure 11, it can be concluded that there was one student who got 64 score. There was one student who got 72 score. There were six students who got 76 score, nine students who got 80, eleven students who got 84 score. There was student who got 88 score. There were four students who got 92 score, and two students who got 100 score.

The result of mean of post-test in experimental class was 82.63, standard deviation was 7.256, N was 35, median was 84.00, variance was 52.652, minimum score was 64, maximum score was 100. It showed students' vocabulary mastery after they got threatments.



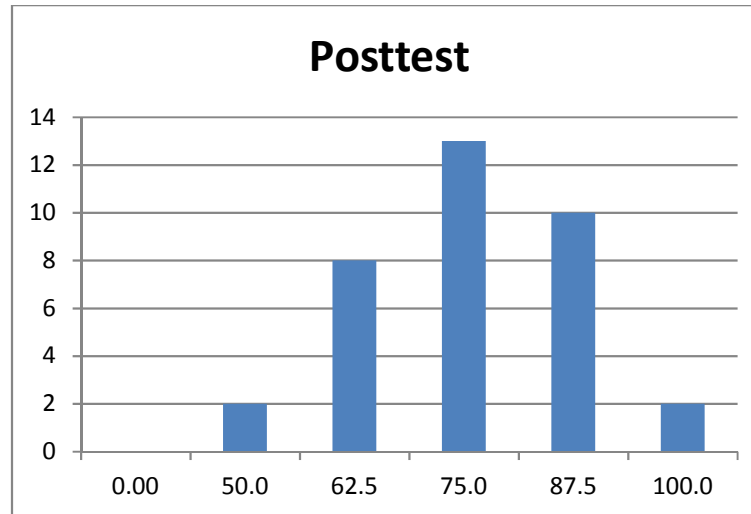
**Figure 12**  
**Graph of the Result of the Post-test in Control Class**

Based on the Figure 12, it can be concluded that there were two students who got 64 score, two students who got 68 score, seven students who got 72, eight students who got 76, three students who got 80 score, ten students who got 84 score, two students who got 88 score, and there was one student who got 92 score.

The result of mean of post-test in experimental class was 77.83, standard deviation was 6.951, N was 35, median was 76.00, variance was 48.323, minimum score was 64, maximum score was 92. It showed students' vocabulary mastery after they got threatments.

The researcher has been divided the data of pre-test into three categorize, those are:

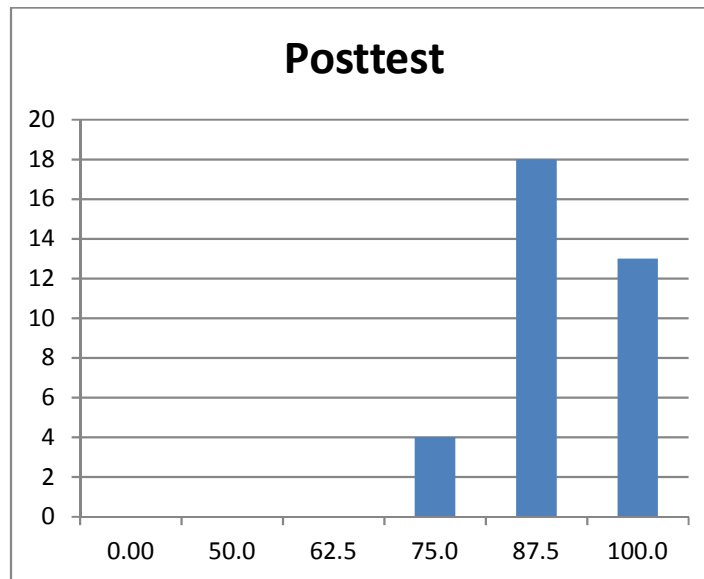
**a. The result of post-test which focus on word meaning**



**Figure 13**  
**Graph of the Result of the Post-test which Focus on Word Meaning**  
**in Experimental Class**

Based on the Figure 13, it can be concluded that there were two students who got 50 score, eight students who got 62.5 score, thirteen students who got 75, ten students who got 87.5, and two students who got 100 score.

The result of mean of post-test which focus on word meaning in experimental class was 75.71, standard deviation was 12.479, N was 35, median was 75.00, variance was 155.725, minimum score was 50 and maximum score was 100.

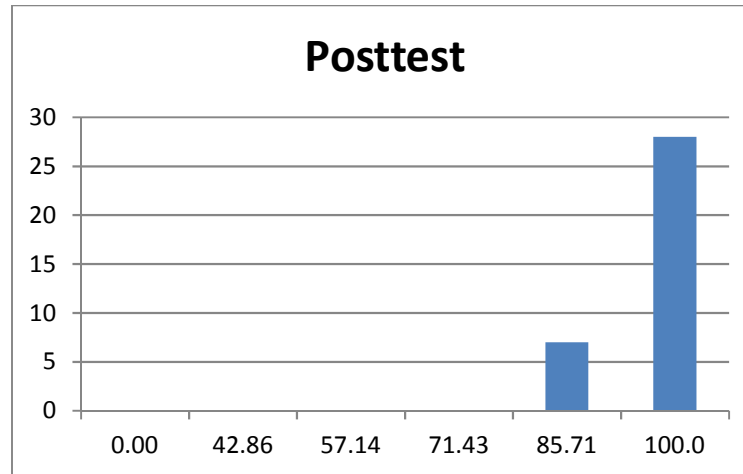


**Figure 14**  
**Graph of the Result of the Post-test which Focus on Word Meaning**  
**in Control Class**

Based on the Figure 14, it can be concluded that there were four students who got 75 score, eighteen students who got 87.5 score and thirteen students who got 100 score.

The result of mean of post-test which focus on word meaning in control class was 90.71, standard deviation was 8.215, N was 35, median was 87.50, variance was 67.489, minimum score was 75 and maximum score was 100.

**b. The result of post-test which focus on word form**

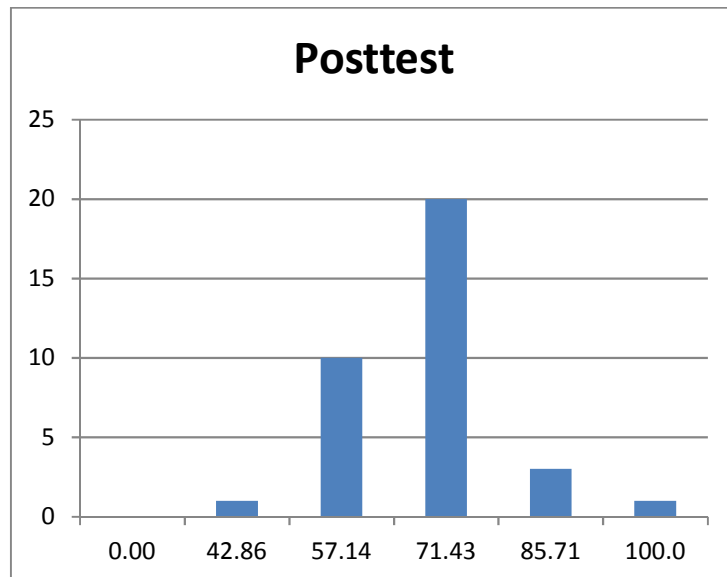


**Figure 15**  
**Graph of the Result of the Post-test which Focus on Word Form**  
**in Experimental Class**

Based on the Figure 15, it can be concluded that there were seven students who got 85.71 score and twenty eight students who got 100 score.

The result of mean of post-test which focus on word formation in experimental class was 97.14, standard deviation was 5.799, N was 35, median was 100, variance was 33.634, minimum score was 86 and maximum score was 100.



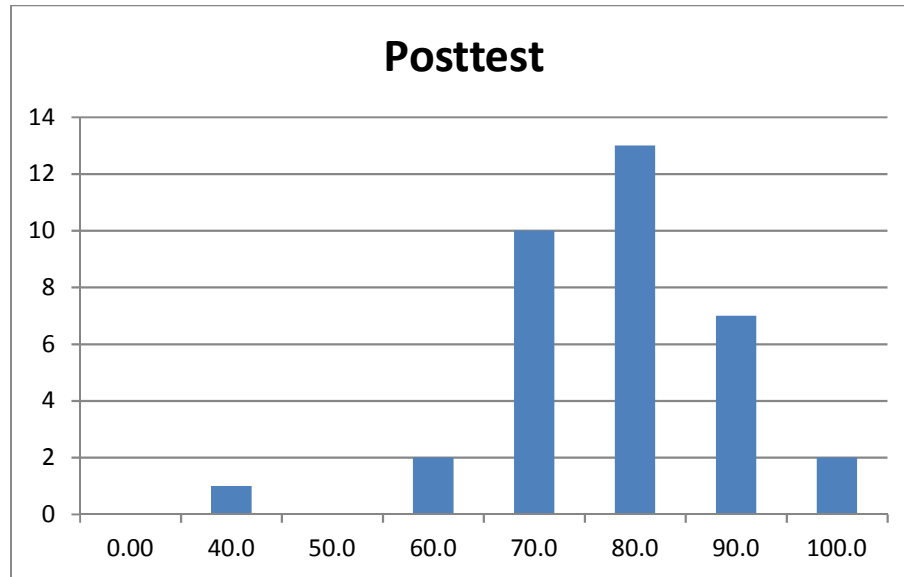


**Figure 16**  
**Graph of the Result of the Post-test which Focus on Word Formation**  
**in Control Class**

Based on the Figure 16, it can be concluded that there was one student who got 42.86 score. There were ten students who got 57.14 score, twenty students who got 71.42, three students who got 85.71, and there was one student who got 100 score.

The result of mean of post-test which focus on word formation in control class was 68.57, standard deviation was 10.847, N was 35, median was 71.43, variance was 117.654, minimum score was 43 and maximum score was 100.

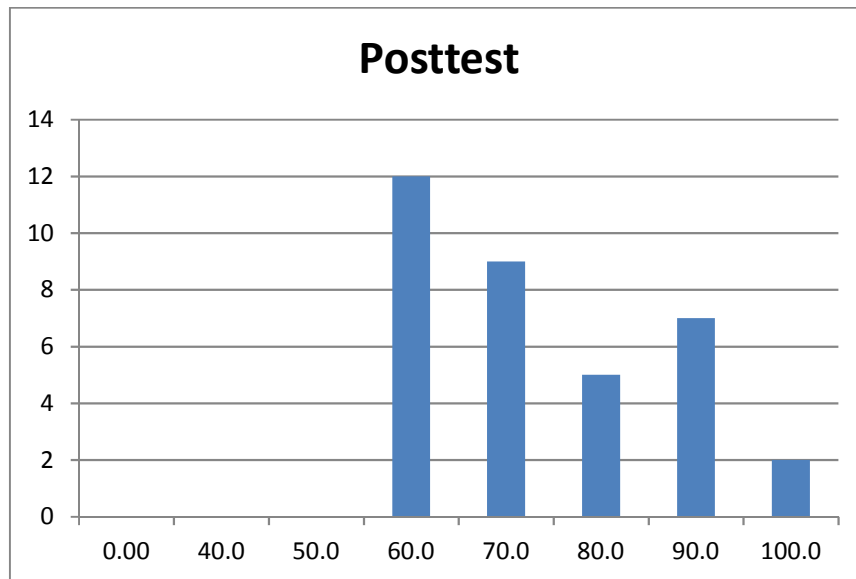
**c. The result of post-test which focus on word use**



**Figure 17**  
**Graph of the Result of the Post-test which Focus on Word Use**  
**in Experimental Class**

Based on the Figure 17, it can be concluded that there was one student who got 40 score. There were two students who got 60 score, ten students who got 70, thirteen students who got 80, seven students who got 90 score, and two students who got 100 score.

The result of mean of post-test which focus on word use in experimental class was 78.00, standard deviation was 11.832, N was 35, median was 80.00, variance was 140, minimum score was 40 and maximum score was 100.



**Figure 18**  
**Graph of the Result of the Post-test which Focus on Word Use**  
**in Control Class**

Based on the Figure 18, it can be concluded that there were twelve students who got 60 score, nine students who got 70 score, five students who got 80, seven students who got 90, and two students who got 100 score.

The result of mean of post-test which focus on word use in control class was 73.71, standard deviation was 13.080, N was 35, median was 70.00, variance was 171.092, minimum score was 60 and maximum score was 100.

### **3. Result of Normality Test**

The Normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*).

While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

$H_0$ : the data are normally distributed

$H_a$ : the data are not normally distributed.

**Table 7**  
**The Normality Test of Experimental and Control Class**

Class	Data	Sig.	$\alpha$	Result
	Total	0.597	0.05	Normal
	Word Meaning	0.207	0.05	Normal
	Word Form	0.102	0.05	Normal
	Word Use	0.548	0.05	Normal
	Total	0.104	0.05	Normal
	Word Meaning	0.060	0.05	Normal
	Word Form	0.065	0.05	Normal
	Word Use	0.020	0.05	Not Normal

Based on Table 7, in the experimental class, the Sig. ( $p_{\text{value}}$ ) for total data was 0.597. It can be seen that  $\text{Sig. } (p_{\text{value}}) > \alpha$  and  $H_0$  was accepted. Then, it could be assumed that the data was in the normal distribution. The Sig. ( $p_{\text{value}}$ ) for word meaning data was 0.207. It can be seen that  $\text{Sig. } (p_{\text{value}}) > \alpha$  and  $H_0$  was accepted. Then, it could be assumed that the data was in the normal distribution. The Sig. ( $p_{\text{value}}$ ) for word form data was 0.102. It can be seen that  $\text{Sig. } (p_{\text{value}}) > \alpha$  and  $H_0$  was accepted. Then, it could be assumed that the data was in the normal distribution. The Sig. ( $p_{\text{value}}$ ) for word use data was 0.548. It can be seen that  $\text{Sig. } (p_{\text{value}}) > \alpha$  and  $H_0$  was accepted. Then, it could be assumed that the data was in the normal distribution.

While in the control class, the Sig. (p<sub>value</sub>) for total data was 0.104. It can be seen that Sig. (p<sub>value</sub>) >  $\alpha$  and H<sub>0</sub> was accepted. Then, it could be assumed that the data was in the normal distribution. The Sig. (p<sub>value</sub>) for word meaning data was 0.060. It can be seen that Sig. (p<sub>value</sub>) >  $\alpha$  and H<sub>0</sub> was accepted. Then, it could be assumed that the data was in the normal distribution. The Sig. (p<sub>value</sub>) for word form data was 0.065. It can be seen that Sig. (p<sub>value</sub>) >  $\alpha$  and H<sub>0</sub> was accepted. Then, it could be assumed that the data was in the normal distribution. The Sig. (p<sub>value</sub>) for word use data was 0.020. It means that Sig. (p<sub>value</sub>) <  $\alpha$  and H<sub>0</sub> is rejected. Then, it could be assumed that the data was not in the normal distribution.

#### 4. Result of Homogeneity Test

After the researcher got the conclusion of normality test, the researcher done the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follow:

H<sub>0</sub> is accepted if sig >  $\alpha = 0.05$

H<sub>a</sub> is accepted if sig <  $\alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows :

H<sub>0</sub> = The variances of the data are homogenous

H<sub>a</sub> = The variances of the data are not homogenous.

**Table 8**  
**Homogeneity of Experimental and Control Class**

<b>Gain</b>	<b>Data</b>	<b>Sig.</b>	<b><math>\alpha</math></b>	<b>Result</b>
	Total	0.949	0.05	Homogenous
	Word meaning	0.085	0.05	Homogenous
	Word form	0.311	0.05	Homogenous
	Word use	0.858	0.05	Homogenous

Based on the results obtained in the test of homogeneity of variances in the column, based on mean *Sig.* ( $P_{\text{value}}$ ) for total data was 0.949, and  $\alpha = 0.05$ . It can be seen that *Sig.* ( $P_{\text{value}}$ )  $> \alpha$  and  $H_0$  was accepted. Then, it could be assumed that the data have same variance or homogenous. The *Sig.* ( $P_{\text{value}}$ ) for word meaning data was 0,085, and  $\alpha = 0.05$ . It can be seen that *Sig.* ( $P_{\text{value}}$ )  $> \alpha$  and  $H_0$  was accepted. Then, it could be assumed that the data have same variance or homogenous. The *Sig.* ( $P_{\text{value}}$ ) for word form data was 0.311, and  $\alpha = 0.05$ . It can be seen that *Sig.* ( $P_{\text{value}}$ )  $> \alpha$  and  $H_0$  is accepted. Then, it could be assumed that the data have same variance or homogenous. The *Sig.* ( $P_{\text{value}}$ ) for word use data was 0.858, and  $\alpha = 0.05$ . It means that *Sig.* ( $P_{\text{value}}$ )  $> \alpha$  and  $H_0$  was accepted. Then, it could be assumed that the data have same variance or homogenous.

## 5. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher used the following t-test by independent t-test for hypothetical of test.



The hypotheses as follows:

$H_o$  : There is no significance influence of using word search puzzle game towards students' vocabulary mastery at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

$H_a$  : There is significance influence of using word search puzzle game towards students' vocabulary mastery at the first semester of the eighth grade of SMP N1 Ambarawa Pringsewu in academic year of 2017/2018

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

$H_a$  is accepted if  $Sig. < \alpha$  0.05

$H_o$  is accepted if  $Sig. > \alpha$  0.05

**Table 9**  
**The Result of Hypothetical Test**

	<b>Data</b>	<b>Sig. (2-tailed)</b>	<b><math>\alpha</math></b>	<b>Result</b>
<b>Gain</b>	Total	0.000	0.05	Significant
	Word meaning	0.109	0.05	Not Significant
	Word form	0.000	0.05	Significant
	Word use	0.218	0.05	Not Significant

Based on the result obtained in the independent sample t-test in the table 9 that the value of significant generated  $Sig.(P_{value})$  for total data was 0.000 and  $\alpha=0.05$ .

It can be seen that  $Sig < \alpha$ , and  $H_o$  was rejected and  $H_a$  was accepted. Then, it

could be assumed that there was a significant influence of using word search puzzle game towards students' vocabulary mastery at the first semester of the eighth grade of SMP N1 Ambarawa in academic year of 2017/2018. The Sig. ( $P_{\text{value}}$ ) for word meaning data was 0.109 and  $\alpha=0.05$ . It can be seen that  $\text{Sig} > \alpha$ , and  $H_0$  was accepted and  $H_a$  was rejected. Then, it could be assumed that there was not a significant influence of using word search puzzle game towards students' word meaning at the first semester of the eighth grade of SMP N1 Ambarawa in academic year of 2017/2018. The Sig. ( $P_{\text{value}}$ ) for word form data was 0.000 and  $\alpha=0.05$ . It can be seen that  $\text{Sig} < \alpha$ , and  $H_0$  was rejected and  $H_a$  was accepted. Then, it could be assumed that there was a significant Influence of Using word search puzzle game towards students' word form at the first semester of the eighth grade of SMP N1 Ambarawa in academic year of 2017/2018. The Sig. ( $P_{\text{value}}$ ) for word use data was 0.218 and  $\alpha=0.05$ . It can be seen that  $\text{Sig} > \alpha$ , and  $H_0$  was accepted and  $H_a$  was rejected. Then, it could be assumed that there was not a significant influence of using word search puzzle game towards students' word meaning at the first semester of the eighth grade of SMP N1 Ambarawa in academic year of 2017/2018.

#### **D. Discussion**

The researcher found the problem that the students were difficult to understand English due to they have lack of vocabulary. It was the reason from the researcher to conducting the research. At the beginning of the research, she explained there were

some procedures used to know students' vocabulary mastery. They were try out test, pre-test, treatments, and post-test. The researcher administered the try out to the students in VIII C as tryout class. The researcher prepared 120 items as the instrument of the test, 60 items for pre-test and 60 items for post-test. Before the researcher entered the class, the situation of the class is very noisy. However, when the researcher entered the class, all of the student are silent. When the researcher asked the students to do the try out test, they cooperated well.

From 120 test items of try out, some items were chosen as instrument of the test. The choosing of the instrument had been calculated by using ANATES by considering two categories, validity and reliability. After being try out the researcher used 20 questions for the pre-test and 25 questions for the post-test. The test were given before and after the students followed the learning process was provided by the researcher. This tests were given for experimental class (VIII A) and control class (VIII B).

The pre-test was conducted on October 10<sup>th</sup>, 2017. The pre-test was administered to know students' vocabulary mastery before they were given treatments by the researcher.

After gave the pre-test, the researcher gave treatments. The researcher did three treatments in experimental class to know the significant influence of using word search puzzle towards' students' vocabulary mastery. In the first treatments held on

October 12<sup>th</sup>, 2017. The second treatment held on October 17<sup>th</sup> 2017. The third treatments held on October 19<sup>th</sup> 2017.

At the beginning of treatment, the researcher began the lesson by greeted the students, introduced her self, and checked the students' attendance. After opening the class, the researcher explained about the material that would be learnt. The material was about present continuous tense. The researcher took present continuous tense because it was appropriate based on the materials in English Curriculum for Junior High School at eighth grade. She asked to the students about present continuous tense to check on how far the students understand about present continuous tense. Because the topic was about noun and verb that usually found in the classroom, so the researcher asked about noun and verb that the students usually found in the classroom. After the students answered the question, the researcher give the students an example. For example the word "sweeping". Sweeping is the kind of verb.and the suitable noun to complete the word sweeping is floor. So, the students can relate those word into a sentence, like I am sweeping the floor.

The researcher began to implement Word search puzzle game. First, the researcher asked the students to make a small groups. In making a small groups, the researcher devided the students into 6 groups consists of 6 students and one of them consists of 5 students. It is because the total number of the students are 35 students. It was in line with Mills and Alexander, in determining the size of small group,they said that there was no one right size for a group. Teachers might not have much control

over their class size either. Some insist that the magic number was six, others that it was between 5 to 8. It also was supported by Dubson in Rivi, he explained to his students to divide the class into small groups of three to six students each. It can be said that no one can determine correctly the size of small group, but 5 to 6 would be the suitable size for small group.

After making small groups, the researcher distributed a work sheet containing of word search puzzle game for each group which have been prepared before. The researcher demonstrated word search puzzle game and explained the rules of the game to the students. As we know, every game had a rules. It was in line with Hadfield that a game is an activity with rules, a goal and an element of fun. The students should search for the word from the list of the word in the word search puzzle box, which is containing the arrange letters. When the students find the word, they should circle the word and continue until all of the word are found. The researcher asked the students to start the game and gave 10 minutes as a limit of time to finish it. The time is up, so the researcher asked the students to exchange the result of their groups' work with another group' work to solve the puzzle. It was in line with Haynes and Zakarian, they said that when the studnets are done, the students solve each others' puzzles. The researcher with the students checked the students' work such as they checked the location of the word in the puzzle and then they spelled together. The group that finished on time and they can search all of the word correctly was a winner.

In the end, the researcher together with the students made conclusions of what they have learned. After that, the researcher evaluated the students by asking some question to the students. Finally the researcher closed the meeting.

At the first treatment, the students looked enthusiastic. They pay attention to what the researcher explained. But when the researcher asked the students to making a group for doing the game., some of them are not interested to follow the game. So, the researcher have to motivate them first before doing the game. After finished the game, the students looked happy and enjoy the game. Some of them want to play the game again. It was in line with Grada, she said that games bring in relaxation and fun for students, thus help them learn and retain new words more easily. It also was supported by Gemert, she said that one of the benefits of word search puzzle can make the students fun.

In the second treatment, it was better than the first treatment, because the students knew the technique game and material before the lesson began. The topic of the material was about noun and verb that the students usually found in the home. In this treatment, the procedure of word search puzzle game was done better than the previous treatment. Therefore the students more active and motivate in learning process.

In the third treatment, the researcher held the activity as usual from beginning until closing. The process of treatment was same with the second treatment that it was better than the first treatment. The topic of the material was about noun and verb that the students usually found around us.



The researcher used translation technique to taught in control class. The researcher also did three treatments in control class. In the first treatments held on October 12<sup>th</sup>, 2017. The second treatment held on October 18<sup>th</sup> 2017. The third treatments held on October 19<sup>th</sup> 2017. The students given vocabularies with the same topic like in experimental class by the researcher then the students should search for each word in the dictionary.

In teaching and learning process there are differences between experimental and control class. In the experimental class the students very active. They were interested in learning vocabulary due to they want to finish the game before the time is up. So, on searching for the word the students have to cooperate well with their group to check carefully letter by letter of the word in the puzzle. It was in line with Agoestyowati, she said that game is good way for teaching learning process because game allow to: work co-operatively, compete with each other, strategize, think in different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressfull and more productive environment, and allow people to have fun. While in control the students more passive and in the middle of process of learning they felt bored. Teaching and learning using translation technique also consuming much of time. It was in line with Mehta, she said that translation technique is no desirable and time-consuming activity.

After the researcher gave the treatments, the researcher gave the post-test. Post test was given to measure the improvement of vocabulary mastery in both classes.

Based on the calculation of the independent sample test, can be concluded that there was a significant influence of using word search puzzle game towards students' word form at the first semester of the Eighth Grade of SMP N1 Ambarawa in Academic Year of 2017/2018.

The word search puzzle game was given full of challenging and carefulness in searching the word letter by letter in the puzzle, so that this game can help and increase students' vocabulary mastery. It was supported by Harmer, he said that games are vital part of teacher's equipment, not only for the language practice but also therapeutic effect they have. They can be used at any stage of class to provide an amazing and challenging respite from other classroom activity, and are especially useful to send the students away feeling cheerful about their English class.

The researcher concluded that word search puzzle game can solve the problem because usually students get difficulties to increase their vocabulary mastery in class. The result of the research that was done by the researcher showed that there was significant influence of using word search puzzle game to improve students' vocabulary mastery. It had been supported by Nuraini, she said that this puzzle can enhance students' intensity in learning English vocabulary. Thus, a word search puzzle can help the students to improve their English vocabulary. In this research, there was a significant influence of using word search puzzle game to increase the students' vocabulary mastery, especially in word form that focuses on noun and verb.

Word search puzzle game make the students interested and it helped the students learn the word and its spelling. As the impact, the students got improvement in

vocabulary memorizing skill. It was in line with Sukstrienwong *et al.*, they said that in searching for words, users read and memorize the words while they are playing the game that helps them learn the words and spelling, letter by letter, in the puzzle. It can be said that word search puzzle game have some benefits in improvement students' vocabulary mastery, especially memorizing the words and its spelling. Therefore, it can be concluded that students' vocabulary mastery was influenced by word search puzzle game rather than without using it.

Although teaching and learning through word search puzzle game running well, but the researcher found some problems. First, there was a lot of time wasted when creating a group. It was in line with Emery, she said that this puzzle wasting a lot of time. So, the researcher suggested that effective time management was important. Because with effective time management skills, teacher can increase the students ability by giving more explanation about word search puzzle itself. Second, the beginning of the treatment, some of the students were not motivate to learnt. They were not interested to follow the game. So the researcher urged and motivated the students to follow the game. It was because of motivation in learning process was important. It was in line with Bell in Greogy, he said that there are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation. So, the researcher suggested that motivation of the students to learn was also important, because students who were not motivated will not learn effectively. But, when the game was run, all of the students looked very

enjoy the game. It can be concluded that word search puzzle game can motivate and make the students enjoy.



## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the finding and discussion in previous chapter, the result of research showed that p value (sign. (2-tailed) was 0,000. It was lower than  $\alpha = 0,05$  and it could be assumed that  $H_0$  was rejected and  $H_a$  was accepted. But, when the researcher divided the test into word meaning, form, and use, the result of independent sample test was not same. In word meaning,  $Sig. = 0.109$  and  $\alpha = 0.05$ . It could be assumed that  $H_0$  was accepted and  $H_a$  was rejected because  $Sig. > \alpha = 0.05$ . In word form,  $Sig. = 0.000$  and  $\alpha = 0.05$ . It could be assumed that  $H_0$  was rejected and  $H_a$  was accepted because  $Sig. < \alpha = 0.05$ . In word use,  $Sig. = 0.079$  and  $\alpha = 0.05$ . It could be assumed that  $H_0$  was accepted  $H_a$  was rejected because  $Sig. > \alpha = 0.05$ .

Furthermore, based on the result of the research that was carried out at SMP N1 Ambarawa, the researcher concluded that there was influence of using word search puzzle game towards students' word form at the eighth grade of SMP N1 Ambarawa in the academic year of 2017/2018.

## **B. Suggestion**

In reference to the conclusion above, the researcher proposed some suggestion as follows:

### **1. Suggestion to the Teacher**

- a. In this research, the researcher found out that word search puzzle game can be used to develop and motivate the students' vocabulary mastery. Due the finding, English teacher can help students increase their vocabulary mastery by using word search puzzle game.
- b. The teacher should use the time effectively and efficiently in making a group when conduct word search puzzle game. By making a lesson plan of what the teacher would to cover each session and plan for potential problems before facing the students in the classroom are the examples to make the time more effective and efficient. Therefore, the teacher can help the students increase their ability by giving more explanation about word search puzzle itself.

### **2. Suggestion to the Students**

The students should study hard and more practice in English vocabulary to improve their vocabulary mastery by doing word search puzzle game. This game can make the students active and creative in learning activity, especially English vocabulary.

### 3. Suggestion to the Other Researchers

- a. The researcher applied word search puzzle to increase students' vocabulary mastery. The other researcher can apply this game to other skills.
- b. In this research, the researcher used word search puzzle to help students of Junior High School, especially in mastery vocabulary. Further other researchers should use this media on different level of students. It can be applied at Senior High School.





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# APPENDICES



## Appendix1

### The Interview for the Teacher

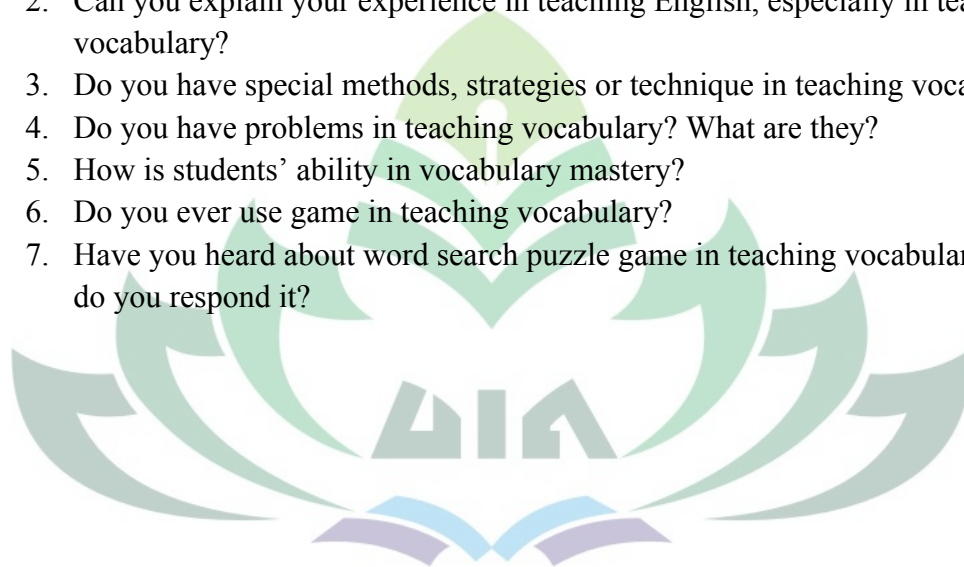
**Day/Date** :Monday, 9<sup>th</sup> January 2017

**Place** :SMP N 1 Ambarawa

**Interviewer** :Ambiyatul Um

**Interviewee** :Farhan Bastian, S.Pd

1. How long have you been teaching english in SMP N1 Ambarawa?
2. Can you explain your experience in teaching English, especially in teaching vocabulary?
3. Do you have special methods, strategies or technique in teaching vocabulary?
4. Do you have problems in teaching vocabulary? What are they?
5. How is students' ability in vocabulary mastery?
6. Do you ever use game in teaching vocabulary?
7. Have you heard about word search puzzle game in teaching vocabulary? How do you respond it?



## Appendix 2

### THE RESULT OF INTERVIEW FOR THE ENGLISH TEACHER

NO	QUESTION	ANSWER	CONCLUSION
1	How long have you been teaching english in SMP N1 Ambarawa?	I have taught in SMP N1 Ambarawa for 9 years.	Based on preliminary research, the teacher has taught for 9 years
2	Can you explain your experience in teaching English, especially in teaching vocabulary?	I have problem in teaching english especially in vocabulary. It is because of the students' vocabulary mastery is low.	Based on preliminary research, the teacher said that he has difficulties in teaching vocabulary to the students. It is because of the students' vocabulary mastery is low.
3	Do you have special methods, strategies or technique in teaching vocabulary?	I don't have a special method in teaching vocabulary. But, I used dictionary and English sentences. And I also get students to memorize 10 vocabularies in a week.	Based on preliminary research, the teacher said that he do not have a special method in teaching vocabulary. He just use dictionary, english sentences, and get students to memorize 10 vocabulary in a week.
4	Do you have problems in teaching vocabulary? What are they?	Yes, I do. The students feel bored and not excited in learning English, especially vocabulary. And their vocabulary mastery is low.	Based on preliminary research, the teacher said that he has problem in teaching vocaabulary.the problems are the students feel bored and not excited in learning English, especially vocabulary and their vocabulary mastery is low.
5	How is students' ability in vocabulary mastery?	Students' vocabulary mastery is low. It is because they do not use English in daily life.	Based on preliminary research, the teacher said students' vocabulary mastery is low. It is because they do not use their English in daily life.
6	Do you ever use game in teaching	No, I don't	Based on preliminary research, the teacher said

	vocabulary?		that that he never use game to teach vocabulary.
7	Have you heard about word search puzzle game in teaching vocabulary? How do you respond it?	I've heard about this game that used in teaching vocabulary but I never use it before. But we can try it to be implemented	The teacher know little bit about the game, but he never use it to teach vocabulary. Also the teacher has good respond about this game.



### Appendix 3

#### The Interview for the Students

1. Apakah anda menyukai pelajaran bahasa inggris?
2. Bagaimana cara Mr. Farhan selaku guru bahasa inggris dalam mengajar kosakata/vocabulary di kelas?
3. Menurut anda, apakah anda sudah mampu mengingat kosakata yang diberikan oleh Mr.Farhan Bastian?
4. Hal apakah yang anda sukai dan tidak anda sukai dalam belajar bahasa inggris khususnya ketika belajar kosakata bahasa inggris atau vocabulary?
5. Apa saja kesulitan yang sering anda temukan dalam belajar bahasa inggris khususnya ketika belajar kosakata bahasa inggris atau vocabulary?
6. Bagaimana menurut anda, tentang sistem atau cara guru yang harus guru lakukan dalam mengajar bahasa inggris sehingga siswa dapat senang dan tertarik untuk belajar bahasa inggris sehingga nilai bahasa inggris siswa dapat meningkat khususnya dalam nilai kosakata atau vocabulary?

## Appendix 4

### The Result of Interview for Student

#### Student 1:

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa inggris?	Saya tidak suka pelajaran bahasa inggris	
2	Bagaimana cara Mr. Farhan selaku guru bahasa inggris dalam mengajar kosakata/vocabulary di kelas?	Guru hanya memberikan tugas, latihan, hafalan kosakata, dan lain lain.	
3	Menurut anda, apakah anda sudah mampu mengingat kosakata yang diberikan oleh Mr.Farhan Bastian?	Ya sedikit-sedikit bisa diingat	
4	Hal apakah yang anda sukai dan tidak anda sukai dalam belajar bahasa inggris khususnya ketika belajar kosakata bahasa inggris atau vocabulary?	Hal yang saya sukai itu gurunya sabar. Hal yang tidak saya sukai ketika banyak tugas dan hafalan vocabulary	
5	Apa saja kesulitan yang sering anda temukan dalam belajar bahasa inggris khususnya ketika belajar kosakata bahasa inggris atau vocabulary?	Vocabulary yang diberikan sulit sehingga susah diingat	
6	Bagaimana menurut anda, tentang sistem atau cara guru yang harus guru lakukan dalam mengajar bahasa inggris sehingga siswa dapat senang dan tertarik untuk belajar bahasa inggris sehingga nilai bahasa inggris siswa dapat meningkat khususnya dalam nilai kosakata atau vocabulary?	Maunya sih jangan terlalu banyak hafalan. Trus juga pengennya belajarnya lebih seru lagi.	

**Student 2:**

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa inggris?	Saya tidak terlalu suka dengan pelajaran bahasa inggris	
2	Bagaimana cara Mr. Farhan selaku guru bahasa inggris dalam mengajar kosakata/vocabulary di kelas?	Menjelaskan materi trus memberikan tugas dan hafalan untuk vocabulary	
3	Menurut anda, apakah anda sudah mampu mengingat kosakata yang diberikan oleh Mr.Farhan Bastian?	Kalo dibilang mampu ya belum mampu soalnya vocabularynya susah buat diingat	
4	Hal apakah yang anda sukai dan tidak anda sukai dalam belajar bahasa inggris khususnya ketika belajar kosakata bahasa inggris atau vocabulary?	Gurunya baik. Jadi walaupun gak terlalu suka sama pelajarannya tetep bisa ngikutin sampe akhir pelajaran.	
5	Apa saja kesulitan yang sering anda temukan dalam belajar bahasa inggris khususnya ketika belajar kosakata bahasa inggris atau vocabulary?	Susah mengingat vocabulary baru aja si.	
6	Bagaimana menurut anda, tentang sistem atau cara guru yang harus guru lakukan dalam mengajar bahasa inggris sehingga siswa dapat senang dan tertarik untuk belajar bahasa inggris sehingga nilai bahasa inggris siswa dapat meningkat khususnya dalam nilai kosakata atau vocabulary?	Harus lebih banyak latihan dengan menggunakan vocabulary-vocabulary itu. Biar pas ketemu kata-kata itu ga lupa lagi.	

**Student 3:**

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa inggris?	Iya, saya suka pelajaran bahasa inggris	
2	Bagaimana cara Mr. Farhan selaku guru bahasa inggris dalam mengajar kosakata/vocabulary di kelas?	Ngasih hafalan sih biasanya	
3	Menurut anda, apakah anda sudah mampu mengingat kosakata yang diberikan oleh Mr.Farhan Bastian?	Kan biasanya vocabulary yang dikasih atau disuruh hafalin itu yang belum tahu aja artinya. Jadi ya gak terlalu berat.	
4	Hal apakah yang anda sukai dan tidak anda sukai dalam belajar bahasa inggris khususnya ketika belajar kosakata bahasa inggris atau vocabulary?	Gurunya sabar walaupun anak muridnya suka mengeluh karna banyak tugas. Apalagi kalo disuruh hafalan vocabulary.	
5	Apa saja kesulitan yang sering anda temukan dalam belajar bahasa inggris khususnya ketika belajar kosakata bahasa inggris atau vocabulary?	Penulisan kosakatanya itu susah	
6	Bagaimana menurut anda, tentang sistem atau cara guru yang harus guru lakukan dalam mengajar bahasa inggris sehingga siswa dapat senang dan tertarik untuk belajar bahasa inggris sehingga nilai bahasa inggris siswa dapat meningkat khususnya dalam nilai kosakata atau vocabulary?	Guru harus memberikan banyak latihan menulis kosakata yang baik dan benar.	



**Student 4:**

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa inggris?	Saya kurang suka pelajaran bahasa inggris	
2	Bagaimana cara Mr. Farhan selaku guru bahasa inggris dalam mengajar kosakata/vocabulary di kelas?	Kalau vocabulary biasanya guru ngasih tugas ngartiin terus disuruh hafalin	
3	Menurut anda, apakah anda sudah mampu mengingat kosakata yang diberikan oleh Mr.Farhan Bastian?	Agak susah buat diingat.	
4	Hal apakah yang anda sukai dan tidak anda sukai dalam belajar bahasa inggris khususnya ketika belajar kosakata bahasa inggris atau vocabulary?	Hal yang saya sukai itu gurunya sabar. Hal yang tidak saya sukai ketika banyak tugas dan hafalan vocabulary	
5	Apa saja kesulitan yang sering anda temukan dalam belajar bahasa inggris khususnya ketika belajar kosakata bahasa inggris atau vocabulary?	Kebanyakan vocabulary yang benar-benar baru dapet jadi agak susah diingat	
6	Bagaimana menurut anda, tentang sistem atau cara guru yang harus guru lakukan dalam mengajar bahasa inggris sehingga siswa dapat senang dan tertarik untuk belajar bahasa inggris sehingga nilai bahasa inggris siswa dapat meningkat khususnya dalam nilai kosakata atau vocabulary?	Mungkin belajarnya bisa diselipin permainan gitu biar gak bosan.	

**Student 5:**

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa inggris?	Tidak, karena bahasa inggris itu sulit	
2	Bagaimana cara Mr. Farhan selaku guru bahasa inggris dalam mengajar kosakata/vocabulary di kelas?	Kalau vocabulary biasanya guru ngasih hafalan kosakata-kosakata yang ada di dalam teks.	
3	Menurut anda, apakah anda sudah mampu mengingat kosakata yang diberikan oleh Mr.Farhan Bastian?	Ya sedikit-sedikit bisa diingat	
4	Hal apakah yang anda sukai dan tidak anda sukai dalam belajar bahasa inggris khususnya ketika belajar kosakata bahasa inggris atau vocabulary?	Hal yang saya sukai itu gurunya sabar. Hal yang tidak saya sukai ketika banyak tugas dan hafalan vocabulary	
5	Apa saja kesulitan yang sering anda temukan dalam belajar bahasa inggris khususnya ketika belajar kosakata bahasa inggris atau vocabulary?	Vocabulary yang diberikan sulit sehingga susah diingat	
6	Bagaimana menurut anda, tentang sistem atau cara guru yang harus guru lakukan dalam mengajar bahasa inggris sehingga siswa dapat senang dan tertarik untuk belajar bahasa inggris sehingga nilai bahasa inggris siswa dapat meningkat khususnya dalam nilai kosakata atau vocabulary?	Mungkin belajarnya harus dibikin beda biar murid-muridnya gak bosan trus tertarik buat belajar. Misalnya di bikin game gitu.	

## Appendix 5

### Students' Vocabulary Score at the First Semester of Eight Grade at SMP N 1 Ambarawa Pringsewu in Academic Year Of 2017/2018

Class VIII 1		
No	Name	Score
1	AR	52
2	AK	60
3	AMS	70
4	DP	66
5	DK	72
6	DO	68
7	DP	62
8	DES	58
9	DCA	74
10	DAL	70
11	ES	63
12	FLZ	80
13	FA	66
14	HI	58
15	HS	70
16	KA	50
17	KND	74
18	MSMM	62
19	MS	70
20	NIAM	56
21	NM	76
22	NP	72
23	NA	60
24	NAM	74
25	NY	78
26	RK	54
27	RN	70
28	RS	62
29	R	58
30	S	70
31	SY	60
32	SK	72
33	SP	70
34	SS	62
35	SW	70

Keterangan	
-	65.97
The highest score	80
The lowest score	50
KKM	70
≥KKM	17
≤KKM	18

Class VIII A		
No	Name	Score
1	ASI	50
2	AF	50
3	ANH	74
4	ASP	68
5	ANPYN	60
6	CNE	60
7	CPMD	58
8	DOR	54
9	DYP	70
10	EA	50
11	FAR	70
12	FAA	65
13	GT	60
14	HDR	50
15	IFS	50
16	IS	70
17	JPN	76
18	KMP	54
19	LW	72
20	MFI	55
21	MZD	78
22	MF	57
23	NWP	72
24	NA	64
25	NA	80
26	NHR	50
27	NF	68
28	PMA	50
29	RS	60
30	RF	76
31	RAS	60
32	RA	82
33	SJS	65
34	VV	50
35	ZN	70

Keterangan	
-	62.8
The highest score	80
The lowest score	50
KKM	70
≥KKM	12
≤KKM	23

Class VIII B		
No	Name	Score
1	AD	75
2	ARP	60
3	AMIS	50
4	AFS	55
5	ASB	68
6	AHW	70
7	CAH	72
8	DYP	72
9	DN	60
10	DAP	55
11	DSN	55
12	DWJA	50
13	DN	63
14	DKS	58
15	EK	68
16	EA	76
17	EF	60
18	ER	55
19	FN	72
20	FDU	72
21	F	60
22	FA	74
23	FFS	55
24	HN	78
25	LHN	75
26	MSH	70
27	MN	60
28	NH	68
29	RDN	64
30	RO	70
31	SA	64
32	SFW	58
33	TM	56
34	YR	64
35	YA	70

Keterangan	
-	64.34
The highest score	78
The lowest score	50
KKM	70
$\geq$ KKM	13
$\leq$ KKM	22

Class VIII C		
No	Name	Score
1	AE	50
2	AJ	75
3	A	55
4	DS	50
5	EBRT	56
6	EYS	74
7	EE	70
8	FI	64
9	HK	60
10	H	57
11	IR	57
12	IZA	70
13	I	55
14	J	50
15	LH	70
16	LM	70
17	LSW	56
18	M	73
19	MH	64
20	MHU	70
21	MI	65
22	NRA	60
23	NRA	50
24	P	78
25	RL	70
26	RA	72
27	RG	68
28	RA	79
29	RE	66
30	SA	73
31	S	65
32	UA	60
33	YN	70
34	YO	70
35	Y	52

Keterangan	
-	64.11
The highest score	79
The lowest score	50
KKM	70
$\geq$ KKM	15
$\leq$ KKM	20

Class VIII D		
No	Name	Score
1	AY	64
2	AM	58
3	AS	50
4	ARK	77
5	A	70
6	A	70
7	DS	60
8	DS	58
9	DS	56
10	DSW	68
11	DAMG	70
12	EF	78
13	EK	60
14	F	58
15	HDS	64
16	HP	66
17	HA	70
18	KAS	60
19	LM	55
20	LL	77
21	MNS	50
22	MS	70
23	NA	54
24	NM	56
25	NA	50
26	N	70
27	NA	60
28	PN	70
29	PNS	60
30	PM	72
31	P	62
32	RA	70
33	RS	68
34	SMS	66
35	S	58
36	Z	70

Keterangan	
-	63.75
The highest score	78
The lowest score	50
KKM	70
$\geq$ KKM	13
$\leq$ KKM	23



Class VIII E		
No	Name	Score
1	AM	60
2	AM	58
3	AS	72
4	AS	68
5	AF	60
6	AN	66
7	BS	55
8	DB	70
9	EH	70
10	EY	50
11	EA	58
12	ATW	70
13	F	50
14	FS	60
15	FS	72
16	HP	67
17	H	66
18	H	58
19	KR	70
20	M	77
21	ML	60
22	MA	55
23	NA	70
24	P	50
25	PS	55
26	PS	72
27	RP	55
28	SM	55
29	SK	60
30	SY	76
31	WA	60
32	WW	70
33	WS	68
34	Y	66
35	Z	68

Keterangan	
-	68.43
The highest score	77
The lowest score	50
KKM	70
$\geq$ KKM	11
$\leq$ KKM	24

Class VIII F		
No	Name	Score
1	A	70
2	A	60
3	AS	70
4	AS	58
5	AN	50
6	A	58
7	BR	60
8	BS	77
9	C	68
10	D	68
11	DS	75
12	EPW	55
13	EW	70
14	FH	68
15	HS	66
16	IM	70
17	JKS	73
18	LR	57
19	MR	55
20	MP	62
21	MA	70
22	MI	72
23	NM	60
24	NR	66
25	NS	70
26	PA	70
27	SFA	58
28	SJ	58
29	TH	60
30	VAL	73
31	VW	60
32	WO	60
33	YL	70
34	YH	70

Keterangan	
-	64.91
The highest score	77
The lowest score	50
KKM	70
$\geq$ KKM	14
$\leq$ KKM	20

Class VIII G		
No	Name	Score
1	AR	60
2	AK	70
3	AG	70
4	AH	65
5	AAN	60
6	DS	55
7	DLS	57
8	DY	73
9	DY	75
10	DP	56
11	EN	62
12	EG	60
13	ES	77
14	ENS	65
15	HG	60
16	JK	70
17	LJ	67
18	L	73
19	LS	60
20	MA	70
21	MA	70
22	NSR	60
23	NS	58
24	N	56
25	RJS	70
26	RH	55
27	RK	75
28	S	55
29	SR	70
30	S	70
31	SA	53
32	SK	56
33	TL	73
34	UH	70
35	W	68

Keterangan	
-	64.69
The highest score	77
The lowest score	53
KKM	70
$\geq$ KKM	15
$\leq$ KKM	20

Class VIII H		
No	Name	Score
1	AW	70
2	AN	56
3	AS	60
4	AK	58
5	AS	73
6	AK	60
7	CL	70
8	D	70
9	DA	60
10	D	55
11	DR	57
12	DO	70
13	EJ	57
14	H	70
15	IS	53
16	IH	53
17	MMN	68
18	MA	77
19	M	70
20	MM	68
21	M	68
22	P	60
23	P	73
24	RPA	64
25	RP	60
26	ST	55
27	SPMA	70
28	SR	70
29	SHS	58
30	SE	60
31	TM	73
32	UL	70
33	WW	66
34	WIS	70
35	YE	65

Keterangan	
-	64.49
The highest score	77
The lowest score	53
KKM	70
$\geq$ KKM	14
$\leq$ KKM	21

## Appendix 6

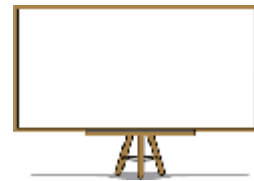
### Try Out of Pre-test

**Answer the question below by crossing a, b, c, or d for the best answer!**

1. Today is Sunday morning. All of my family decide to spend our weekend at home. My mother is cooking spaghetti. My father is watering the plants. My brother is washing his bicycle. My sister is sweeping the floor, and I am mopping the floor. Although we look so busy, but we are happy with our activity.

From the text above, the writer spend her weekend at.....

- |              |          |
|--------------|----------|
| a. classroom | c. home  |
| b. school    | d. beach |
2. What is it?  
It is a.....
- |               |               |
|---------------|---------------|
| a. book       | c. whiteboard |
| b. television | d. plant      |
3. What is it?  
It is a .....
- |           |               |
|-----------|---------------|
| a. floor  | c. book       |
| b. window | d. whiteboard |
4. The students are writting on the ....
- |           |               |
|-----------|---------------|
| a. floor  | c. whiteboard |
| b. window | d. book       |
5. The children are sitting on the .....
- |               |               |
|---------------|---------------|
| a. floor      | c. whiteboard |
| b. television | d. book       |
6. I am ..... the window because it is very dirty.
- |             |             |
|-------------|-------------|
| a. sweeping | c. cleaning |
| b. mopping  | d. washing  |
7. How do you say “saya sedang mengepel lantai” in English?
- |                            |                            |
|----------------------------|----------------------------|
| a. I am sweeping the floor | c. I am cleaning the floor |
| b. I am mopping the floor  | d. I am washing the floor  |
8. Amir is..... in this river.
- |             |                  |
|-------------|------------------|
| a. throwing | c. watering      |
| b. mopping  | d. taking a bath |
9. What is it? It is a ....
- |              |            |
|--------------|------------|
| a. spaghetti | c. plant   |
| b. rubbish   | d. present |



10. A written message from one person to another, usually put in an envelope and sent by the post is called.....

- a. book
- b. magazine
- c. letter
- d. present

11. A drawing, painting or photograph, etc usually hang on the wall is called.....

- a. book
- b. television
- c. magazine
- d. picture

12. C-E-T-A-K-J

The right arrangement is....

- a. jacket
- b. jeckat
- c. jakcet
- d. jekcat

13. B-A-H-T-R-E-O-W-D-I-H

The right arrangement is .....

- a. witebhoard
- b. witheboard
- c. withebaord
- d. whiteboard

14. What is the boy doing?

He is .....

- a. sweeping
- b. mopping
- c. cleaning
- d. a, b, and c are correct



15. Look at the picture!

It is a....

- a. book
- b. television
- c. whiteboard
- d. window



16. The correct spelling of the word “sedang menonton” in English is....

- a. wacthing
- b. watching
- c. wachting
- d. wathcing

17. My mom is ..... her favourite flowers now.

- a. cooking
- b. watering
- c. sweeping
- d. mopping

18. What is the child doing? He is .....

- a. sweeping
- b. mopping
- c. cleaning
- d. taking a bath



19. What is it? It is a .....



- a. notebook
- b. Magazine
- c. Letter
- d. Present

20. What is it? It is a .....

- a. plant
- b. rubbish
- c. present
- d. water



21. Mr. Jhon is..... a cup of coffee

- a. cooking
- b. Watering
- c. Drinking
- d. Bringing

22. How do you say “Anita sedang menyiram bunga” in English?

- a. Anita is water flower
- b. Anita is waters flower
- c. Anita is watered flower
- d. Anita is watering flower

23. How do you say “saya sedang mencuci” in English is

- a. I am sweeping
- b. I am mopping
- c. I am cleaning
- d. I am washing

24. Look at the picture! Andre is .....



- a. reading
- b. riding
- c. washing
- d. mopping

25. O-B-K-O

The right arrangement is.....

- a. boko
- b. kobo
- c. book
- d. koob

26. N-A-G-A-Z-M-E-I

The right arrangement is....

- a. migazane
- b. megizana
- c. magazeni
- d. magazine

27. The correct spelling of the word “sedang membaca” in English is.....

- a. ride
- b. read
- c. riding
- d. reading

28. What is the child doing? He is ...

- a. riding
- b. reading
- c. writing
- d. mopping

29. She is ..... book into her bag.

- a. throwing
- b. putting
- c. reading
- d. wearing



30. Amir is ..... a motorcycle because his car is broken.

- a. reading
- b. riding
- c. readings
- d. ridings



31. What is mother doing?  
She is ..... something lost.

a. reading  
b. borrowing  
c. bringing  
d. looking for



32. What is Jason doing?  
He is ...

a. reading  
b. riding  
c. writing  
d. drawing



33. What is Shindy doing?  
She is ..... rubbish

a. wearing  
b. borrowing  
c. giving  
d. throwing



34. T-L-A-P-N  
The right arrangement is....

a. Platn  
b. Plant  
c. Ptaln  
d. Ptanl

35. S-O-T-I-N-E-V-I-L-E  
The right arrangement is....

a. tilevisoen  
b. televisoin  
c. tileviseon  
d. television

36. .... is growing up.

a. book  
b. present  
c. whiteboard  
d. plant

37. I am..... an umbrella because it was cloudy this morning

a. throwing  
b. bringing  
c. giving  
d. wearing

38. My mom is ..... noodle.

a. cooking  
b. watering  
c. sweeping  
d. mopping

39. T-A-G-P-E-S-H-I-T  
The right arrangement is.....

a. speghatti  
c. spaghetti

- b. spagatthi d. spagetthi
40. How do you say “sedang berdoa” in English is.....
- a. pray c. prayed
- b. prays d. praying
41. We are ..... basket ball together.
- a. praying c. giving
- b. playing d. cooking
42. N-I-B-O-T-D-A-M-N
- The right arrangement is....
- a. bidmanton c. badminton
- b. bidmontan d. badmontin
43. What is it?
- It is a ....
- a. spaghetti c. plant
- b. rubbish d. present
44. How do you say “saya sedang memberi” in English?
- a. I am give c. I am gived
- b. I am gives d. I am giving
45. I need a ..... to make my cloths dry.
- a. present c. sun
- b. plant d. jacket
46. The correct spelling of “sedang bersinar” is...
- a. shining c. raining
- b. shinning d. rainingg
47. The correct spelling of the word “sedang hujan” is....
- a. shining c. raining
- b. shinning d. rainingg
48. The device for protection against the rain is called...
- a. jacket c. bicycle
- b. present d. umbrella
49. R-E-W-T-A
- The right arrangement is....
- a. watre c. warte
- b. water d. waret
50. T-N-R-I-W-N-I-G
- The right arrangement is.....
- a. Writing c. Writhing
- b. Writting d. Whriting

51. My mother is cooking .....
- a. rubbish
  - b. present
  - c. letter
  - d. spagetthi
52. We are ..... sweater because the weather is very cold.
- a. riding
  - b. throwing
  - c. giving
  - d. wearing
53. I am going to work by .....
- a. jacket
  - b. present
  - c. bicycle
  - d. umbrella
54. His ..... is very dirty.
- a. jacket
  - b. present
  - c. letter
  - d. umbrella
55. The right spelling for the word “sedang meminjam” in English is.....
- a. borowing
  - b. borrowing
  - c. borowwing
  - d. borrowwing
56. S-U-R-I-B-B-H  
The right arrangement is.....
- a. rubbish
  - b. rhubbis
  - c. rubbhis
  - d. rhusibb
57. How do you say “saya sedang memakai jaket” in English?
- a. I am watering jacket
  - b. I am watching jacket
  - c. I am walking jacket
  - d. I am wearing jacket
58. Anne is ..... the plate.
- a. sweeping
  - b. mopping
  - c. watering
  - d. washing
59. Endri is ..... the uncorrect written.
- a. erasing
  - b. watering
  - c. sweeping
  - d. mopping
60. Rani is giving Andi the special birthday .....
- a. present
  - b. plant
  - c. umbrella
  - d. jacket



9. Anita is ..... this flowers every morning
- watering
  - sweeping
  - wearing
  - mopping

10. I-U-R-P-T-E-C

The right arrangement is.....

- picteru
- picture
- pictrue
- pictreu

11. T-E-L-R-E-T

The right arrangement is.....

- lettre
- letter
- letret
- lerett

12. S-U-R-I-B-B-H

The right arrangement is.....

- rubbish
- rhubbis
- rushibb
- rhusibb

13. What is Zizah doing?

She is ..... book into her bag.

- throwing
- putting
- mopping
- wearing



14. Endri is ..... the uncorrect writing.

- erasing
- watering
- sweeping
- mopping

15. He is ..... in this river?

What is the suitable word to complete the sentence above?

- throwing
- mopping
- watering
- taking a bath

16. What is it? It is a....

- present
- water
- bicycle
- plant



17. What is it? It is a .....



- Notebook
- Newspaper
- Magazine
- Book



18. What are they doing?

They are .....

- a. writing
- b. reading
- c. drawing
- d. putting

19. What is he doing? Look at the picture above?

He .....

- a. is writing
- b. is reading
- c. are drawing
- d. are writing



20. What is the boy doing?

He .....

- a. is writing
- b. are reading
- c. are drawing
- d. is reading



21. What is Margaret doing?

She is.....

- a. erasing
- b. cleaning
- c. mopping
- d. a,b,c and d are correct



22. How do you say “Anita sedang menyiram bunga” in English?

- a. Anita is water flower
- b. Anita is waters flower
- c. Anita is watered flower
- d. Anita is watering flower

23. I am .....the whiteboard.

- a. erase
- b. erased
- c. erasing
- d. erasings

24. Andi is ..... the rubbish

- a. trowing
- b. throwing
- c. trowwing
- d. throwwing

25. She always ..... her face before going to bed

- a. wash
- b. washes
- c. washer
- d. washing

26. What is father doing? He is ....

- a. watching
- b. watering
- c. riding
- d. drinking



27. I am reading a novel while my sister....her dolls

- a. plays
- b. is played
- c. is playing
- d. play

now.

28. How do you say “Saya sedang mencari buku” in English?  
 a. I am looking up a book                      c. I am looking for a book  
 b. I am looking down a book                  d. I am looking at a book

29. I am ..... 5 times.

- a. prays    c. praying  
 b. prayed    d. pray

30. How do you say “saya sedang mandi” in English?

- a. I am taking a bus                              c. I am taking a pen  
 b. I am taking a book                          d. I am taking a bath

31. T-A-G-P-E-S-H-I-T

The right arrangement is.....

- a. speghatti    c. spaghetti  
 b. spegatthi                                      d. spagetthi

32. L-I-C-B-Y-E-C

The right arrangement is

- a. bycicel    c. bicycel  
 b. bycicle    d. bicycle

33. What the kind of sport?

- a. tennis    c. badminton  
 b. volley ball                                      d. basket ball



34. When we are thirsty, we need .....

- a. water    c. umbrella  
 b. book    d. present

35. It is a device shaped like a box with a screen, usually we can see cinemas on it. It is a .....

- a. book    c. whiteboard  
 b. magazine                                      d. television

36. Where is andy watching a television?

- a. at beach    c. at home  
 b. at zoo    d. at swimming pool

37. What is it?

It is a ....

- a. floor    c. book  
 b. window    d. whiteboard



38. The word “matahari” in English is.....

- a. son    c. sin  
 b. sun     d. san



39. C-E-T-A-K-J

The right arrangement is...

- |           |           |
|-----------|-----------|
| a. jacket | c. jakcet |
| b. jeckat | d. jekcat |

40. R-S-E-T-N-E-P

The right arrangement is...

- |            |            |
|------------|------------|
| a. pretens | c. present |
| b. pretesn | d. presten |

41. The correct spelling of the word “sedang meminjam” in English is?

- |              |               |
|--------------|---------------|
| a. borowing  | c. borowwing  |
| b. borrowing | d. borrowwing |

42. A written message from one person to another, usually put in an envelope and sent by the post is called.....

- |             |            |
|-------------|------------|
| a. book     | c. letter  |
| b. magazine | d. present |

43. What is the boy doing? He is .....

- |             |
|-------------|
| a. wearing  |
| b. bringing |
| c. giving   |
| d. riding   |



44. My new book is lost, so I am ..... it.

- |             |                |
|-------------|----------------|
| a. bringing | c. looking for |
| b. throwing | d. giving      |

45. My mother is ..... fried rice.

- |              |            |
|--------------|------------|
| a. watering  | c. Giving  |
| b. Borrowing | d. Cooking |

46. It is my sister's birthday. I am..... her a special gift.

- |              |            |
|--------------|------------|
| a. throwing  | c. cooking |
| b. borrowing | d. giving  |

47. I am..... a movie at the moment. I will call you once it is over.

- |            |             |
|------------|-------------|
| a. walking | c. washing  |
| b. wearing | d. watching |

48. Let's go out. It is not ..... now

- |             |             |
|-------------|-------------|
| a. raining  | c. shining  |
| b. rainingg | d. shinning |

49. The stars is..... his light.

- |            |            |
|------------|------------|
| a. raining | c. shining |
|------------|------------|

- b. reading d. watering
50. How do you say “saya sedang berdoa” in English?
- a. I am praying c. I am playing  
b. I am prayed d. I am played
51. What the boy doing? He is ....
- a. looking for c. giving  
b. walking d. riding
52. What is it?
- It is a ....
- a. Spaghetti c. Plant  
b. Rubbish d. Present
53. .... is growing up.
- a. Book c. Whiteboard  
b. Present d. Plant
54. I need a ..... to make my cloths dry.
- a. present c. sun  
b. plant d. jacket
55. We are ..... sweater because the weather is very cold.
- a. riding c. giving  
b. bringing d. wearing
56. The children are sitting on the .....
- a. floor c. whiteboard  
b. television d. book
57. I am going to work by .....
- a. jacket c. bicycle  
b. present d. umbrella
58. My parent is giving me a ..... because I got the first rank.  
What is the suitable word to complete the sentence above?
- a. jacket c. letter  
b. present d. umbrella
59. Grandpa is \_\_\_\_\_ the newspaper and Grandma is \_\_\_\_\_ right now.
- a. read – pray c. read – praying  
b. reading – pray d. reading – praying
60. Are you .....my dictionaries right now?
- a. wearing c. riding  
b. Bringing d. Writing





b. putting

d. wearing

11. What is Shindy doing?

She is ..... rubbish

a. wearing

b. borrowing

c. giving

d. throwing



12. .... is growing up.

a. Book

c. Whiteboard

b. Present

d. Plant

13. What is it?

It is a ....

a. spaghetti

c. plant

b. rubbish

d. present



14. How do you say “saya sedang memberi” in English?

a. I am give

c. I am gived

b. I am gives

d. I am giving

15. I need a ..... to make my cloths dry.

a. present

c. sun

b. plant

d. jacket

16. The correct spelling of the word “sedang hujan” is....

a. shining

c. raining

b. shinning

d. rainingg

17. We are ..... sweater because the weather is very cold.

a. riding

c. giving

b. throwing

d. wearing

18. I am going to work by .....

a. jacket

c. bicycle

b. present

d. umbrella

19. How do you say “saya sedang memakai jaket” in English?

a. I am watering a jacket

c. I am walking a jacket

b. I am watching a jacket

d. I am wearing a jacket

20. Endri is ..... the uncorrect writing.

a. erasing

c. sweeping

b. watering

d. mopping

**Key Answer**

1.A	11.D
2.C	12.D
3.B	13.D
4.B	14.D
5.A	15.C
6.A	16.C
7.B	17.D
8.D	18.C
9.D	19.D
10.B	20.A



## Appendix 11

### The Items of Post-test

Answer the question below by crossing a, b, c, or d for the best answer!

1. What is it?

It is a.....

- |             |               |
|-------------|---------------|
| a. letter   | c. whiteboard |
| b. magazine | d. book       |



2. The students are .....their book on the table.

- |            |            |
|------------|------------|
| a. Putting | c. riding  |
| b. erasing | d. mopping |

3. How do you say “saya sedang mengepel lantai” in English?

- |                            |                             |
|----------------------------|-----------------------------|
| a. I am sweeping the floor | c. I am cleaning the floor  |
| b. I am mopping the floor  | d. a,b,c, and d are correct |

4. Anita is ..... this flowers every morning

- |             |            |
|-------------|------------|
| a. watering | c. wearing |
| b. sweeping | d. mopping |

5. I-U-R-P-T-E-C

The right arrangement is.....

- |            |             |
|------------|-------------|
| a. picteru | c. picttrue |
| b. picture | d. pictreu  |

6. What is Zizah doing?

She is ..... book into her bag.

- |             |
|-------------|
| a. throwing |
| b. putting  |
| c. mopping  |
| d. wearing  |



7. Endri is ..... the uncorrect written.

- |             |             |
|-------------|-------------|
| a. erasing  | c. sweeping |
| b. watering | d. mopping  |

8. What is Margaret doing?

She is.....

- |             |                            |
|-------------|----------------------------|
| a. erasing  | c. mopping                 |
| b. cleaning | d. a,b,c and d are correct |



9. How do you say “Anita sedang menyiram bunga” in English?

- |                           |                             |
|---------------------------|-----------------------------|
| a. Anita is water flower  | c. Anita is watered flower  |
| b. Anita is waters flower | d. Anita is watering flower |

10. She always ..... her face before going to bed

- a. wash
- b. washes
- c. washer
- d. washing

11. What is father doing?

He is ....



- a. watching
- b. watering
- c. riding
- d. drinking

12. How do you say “saya sedang mencari buku” in English?

- a. I am looking up a book
- b. I am looking down a book
- c. I am looking for a book
- d. I am looking at a book

13. I am ..... 5 times.

- a. prays
- b. prayed
- c. praying
- d. pray

14. When we are thirsty, we need .....

- a. water
- b. book
- c. umbrella
- d. present

15. It is a device shaped like a box with a screen, usually we can see cinemas on it. It is a .....

- a. book
- b. magazine
- c. whiteboard
- d. television

16. C-E-T-A-K-J

The right arrangement is....

- a. jacket
- b. jeckat
- c. jakcet
- d. jekcat

17. The correct spelling of the word “sedang meminjam” in English is?

- a. borowing
- b. borrowing
- c. borowwing
- d. borrowwing

18. Let's go out. It is not ..... now

- a. raining
- b. rainning
- c. shining
- d. shinning

19. How do you say “saya sedang berdoa” in English?

- a. I am praying
- b. I am prayed
- c. I am playing
- d. I am played



20. What is it?

It is a ....

- a. spaghetti
- b. rubbish
- c. plant
- d. present



21. .... is growing up.

- a. Book
- b. Present
- c. Whiteboard
- d. Plant

22. I need a ..... to make my cloths dry.

- a. present
- b. plant
- c. sun
- d. jacket

23. We are ..... sweater because the weather is very cold.

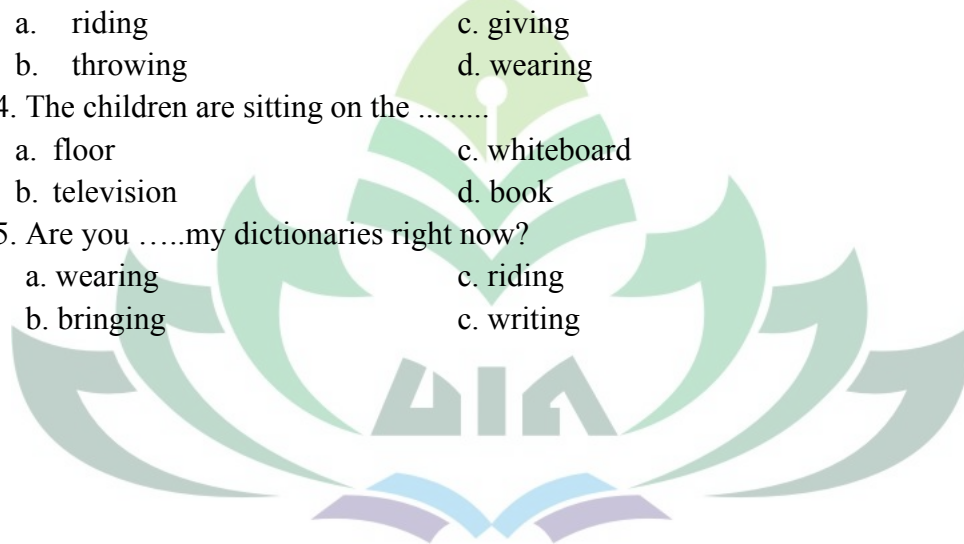
- a. riding
- b. throwing
- c. giving
- d. wearing

24. The children are sitting on the .....

- a. floor
- b. television
- c. whiteboard
- d. book

25. Are you .....my dictionaries right now?

- a. wearing
- b. bringing
- c. riding
- d. writing



**Key Answer**

- |       |       |       |
|-------|-------|-------|
| 1. D  | 11. D | 21. D |
| 2. A  | 12. C | 22. C |
| 3. B  | 13. C | 23. D |
| 4. A  | 14. A | 24. A |
| 5. B  | 15. D | 25. B |
| 6. B  | 16. A |       |
| 7. A  | 17. B |       |
| 8. B  | 18. A |       |
| 9. D  | 19. A |       |
| 10. D | 20. B |       |



## Appendix 12

### Students' Score in Experimental Class

No	Name	Gender	Pretest Score	Posttest Score	Gain
1	ASI	M	65	76	11
2	AF	M	75	80	5
3	ANH	M	70	84	14
4	ASP	M	70	84	14
5	ANPYN	F	65	80	15
6	CNE	F	55	64	9
7	CPMD	F	75	80	5
8	DOR	F	60	84	24
9	DYP	M	65	88	23
10	EA	F	65	76	11
11	FAP	M	70	84	14
12	FAA	M	60	76	16
13	GT	M	55	76	21
14	HDR	F	70	84	14
15	IFS	F	75	92	17
16	IS	F	65	80	15
17	JPN	F	65	76	11
18	KMP	F	60	80	20
19	LW	F	70	92	22
20	MFI	F	75	84	9
21	MZD	F	70	84	14
22	MF	M	65	76	11
23	NWP	F	60	72	12
24	NA	F	75	100	25
25	NA	F	60	84	24
26	NHR	M	65	80	15
27	NF	F	70	84	14
28	PMA	F	70	100	30
29	RS	M	65	84	19
30	RF	M	60	80	20
31	RAS	F	75	92	17
32	RA	M	60	84	24
33	SJS	F	75	92	17
34	VV	F	60	80	20
35	ZN	F	65	80	15

### Students' Score in Control Class

No	Name	Gender	Pretest Score	Posttest Score	Gain
1	AD	F	65	72	7
2	ARP	M	70	84	14
3	AMIS	F	75	84	9
4	AFS	F	60	72	12
5	ASB	F	80	92	12
6	AHW	F	65	80	15
7	CAH	M	60	76	16
8	DYP	M	75	84	9
9	DN	F	65	72	7
10	DAP	F	70	76	6
11	DSN	F	75	88	13
12	DWJA	M	60	76	16
13	DN	F	70	76	6
14	DKS	F	65	68	3
15	EK	F	65	76	11
16	EA	F	70	84	14
17	EF	F	65	80	15
18	ER	F	60	72	12
19	FN	F	55	64	9
20	FDU	F	80	84	4
21	F	F	80	88	8
22	FA	M	70	84	14
23	FFS	F	65	68	3
24	HN	M	70	72	2
25	LHN	F	70	76	6
26	MSH	F	60	64	4
27	MN	M	65	84	19
28	NH	F	60	76	16
29	RDN	F	65	72	7
30	RO	M	65	84	19
31	SA	M	70	72	2
32	SFW	M	80	84	4
33	TM	F	60	76	16
34	YR	F	60	80	20
35	YA	M	70	84	14

### Appendix 13

#### Students' Word Meaning Score in Experimental Class

No	Name	Gender	Pretest Score	Posttest Score	Gain
1	ASI	M	57.14	75.0	17.86
2	AF	M	85.71	75.0	-10.71
3	ANH	M	57.14	75.0	17.86
4	ASP	M	85.71	75.0	-10.71
5	ANPYN	F	57.14	62.5	5.36
6	CNE	F	71.42	62.5	-8.92
7	CPMD	F	85.71	75.0	-10.71
8	DOR	F	57.14	87.5	30.36
9	DYP	M	71.42	87.5	16.08
10	EA	F	42.86	75.0	32.14
11	FAP	M	42.86	87.5	44.64
12	FAA	M	42.86	62.5	19.64
13	GT	M	57.14	75.0	17.86
14	HDR	F	71.42	75.0	3.58
15	IFS	F	57.14	87.5	30.36
16	IS	F	71.42	62.5	-8.92
17	JPN	F	57.14	62.5	5.36
18	KMP	F	85.71	75.0	-10.71
19	LW	F	57.14	87.5	30.36
20	MFI	F	57.14	75.0	17.86
21	MZD	F	57.14	87.5	30.36
22	MF	M	57.14	50.0	-7.14
23	NWP	F	71.42	50.0	-21.42
24	NA	F	57.14	100.0	42.86
25	NA	F	57.14	75.0	17.86
26	NHR	M	57.14	62.5	5.36
27	NF	F	85.71	62.5	-23.21
28	PMA	F	42.86	100.0	57.14
29	RS	M	71.42	87.5	16.08
30	RF	M	42.86	75.0	32.14
31	RAS	F	57.14	87.5	30.36
32	RA	M	57.14	75.0	17.86
33	SJS	F	71.42	87.5	16.08
34	VV	F	57.14	87.5	30.36
35	ZN	F	57.14	62.5	5.36

**Students' Word Meaning Score in Control Class**

No	Name	Gender	Pretest Score	Posttest Score	Gain
1	AD	F	71.42	87.5	16.08
2	ARP	M	57.14	87.5	30.36
3	AMIS	F	85.71	100.0	14.29
4	AFS	F	42.86	87.5	44.64
5	ASB	F	71.42	100.0	28.58
6	AHW	F	71.42	100.0	28.58
7	CAH	M	57.14	100.0	42.86
8	DYP	M	71.42	87.5	16.08
9	DN	F	71.42	87.5	16.08
10	DAP	F	57.14	100.0	42.86
11	DSN	F	71.42	100.0	28.58
12	DWJA	M	57.14	87.5	30.36
13	DN	F	71.42	100.0	28.58
14	DKS	F	57.14	87.5	30.36
15	EK	F	85.71	100.0	14.29
16	EA	F	57.14	87.5	30.36
17	EF	F	85.71	100.0	14.29
18	ER	F	42.86	87.5	44.64
19	FN	F	28.57	75.0	46.43
20	FDU	F	85.71	87.5	1.79
21	F	F	71.42	87.5	16.08
22	FA	M	85.71	87.5	1.79
23	FFS	F	71.42	87.5	16.08
24	HN	M	71.42	75.0	3.58
25	LHN	F	71.42	100.0	28.58
26	MSH	F	57.14	87.5	30.36
27	MN	M	71.42	87.5	16.08
28	NH	F	42.86	100.0	57.14
29	RDN	F	71.42	75.0	3.58
30	RO	M	57.14	87.5	30.36
31	SA	M	57.14	100.0	42.86
32	SFW	M	85.71	87.5	1.79
33	TM	F	57.14	75.0	17.86
34	YR	F	57.14	87.5	30.36
35	YA	M	85.71	100.0	14.29

## Appendix 14

### Students' Word Form Score in Experimental Class

No	Name	Gender	Pretest Score	Posttest Score	Gain
1	ASI	M	75	85.71	10.71
2	AF	M	50	100	50
3	ANH	M	75	85.71	10.71
4	ASP	M	50	85.71	35.71
5	ANPYN	F	25	100	75
6	CNE	F	0	85.71	85.71
7	CPMD	F	25	100	75
8	DOR	F	50	85.71	35.71
9	DYP	M	50	85.71	35.71
10	EA	F	50	100	50
11	FAP	M	75	85.71	10.71
12	FAA	M	75	85.71	10.71
13	GT	M	25	85.71	60.71
14	HDR	F	50	100	50
15	IFS	F	75	100	25
16	IS	F	100	100	0
17	JPN	F	50	100	50
18	KMP	F	25	71.43	46.43
19	LW	F	50	100	50
20	MFI	F	50	100	50
21	MZD	F	50	71.43	21.43
22	MF	M	50	100	50
23	NWP	F	25	85.71	60.71
24	NA	F	75	100	25
25	NA	F	50	85.71	35.71
26	NHR	M	75	100	25
27	NF	F	25	100	75
28	PMA	F	25	100	75
29	RS	M	75	100	25
30	RF	M	50	100	50
31	RAS	F	75	85.71	10.71
32	RA	M	25	100	75
33	SJS	F	75	100	25
34	VV	F	50	85.71	35.71
35	ZN	F	50	100	50



### Students' Word Form Score in Control Class

No	Name	Gender	Pretest Score	Posttest Score	Gain
1	AD	F	50	71.43	21.43
2	ARP	M	75	85.71	10.71
3	AMIS	F	50	100	50.0
4	AFS	F	50	57.14	7.14
5	ASB	F	75	71.43	-3.57
6	AHW	F	50	57.14	7.14
7	CAH	M	50	71.43	21.43
8	DYP	M	75	71.43	-3.57
9	DN	F	25	71.43	46.43
10	DAP	F	50	71.43	21.43
11	DSN	F	75	71.43	-3.57
12	DWJA	M	25	71.43	46.43
13	DN	F	50	71.43	21.43
14	DKS	F	50	57.14	7.14
15	EK	F	25	71.43	46.43
16	EA	F	50	85.71	35.71
17	EF	F	50	71.43	21.43
18	ER	F	75	57.14	-17.86
19	FN	F	50	57.14	7.14
20	FDU	F	50	71.43	21.43
21	F	F	50	71.43	21.43
22	FA	M	50	71.43	21.43
23	FFS	F	50	57.14	7.14
24	HN	M	25	71.43	46.43
25	LHN	F	75	71.43	-3.57
26	MSH	F	25	42.86	17.86
27	MN	M	50	57.14	7.14
28	NH	F	50	57.14	7.14
29	RDN	F	25	71.43	46.43
30	RO	M	75	71.43	-3.57
31	SA	M	75	57.14	-17.86
32	SFW	M	50	85.71	35.71
33	TM	F	25	85.71	60.71
34	YR	F	50	71.43	21.43
35	YA	M	50	57.14	7.14

## Appendix 15

### Students' Word Use Score in Experimental Class

No	Name	Gender	Pretest Score	Posttest Score	Gain
1	ASI	M	66.67	70.0	3.33
2	AF	M	77.78	70.0	-7.78
3	ANH	M	77.78	80.0	2.22
4	ASP	M	66.67	90.0	23.33
5	ANPYN	F	88.89	80.0	-8.89
6	CNE	F	66.67	40.0	-26.67
7	CPMD	F	88.89	70.0	-18.89
8	DOR	F	77.78	70.0	-7.78
9	DYP	M	66.67	90.0	23.33
10	EA	F	88.89	60.0	-28.89
11	FAP	M	88.89	80.0	-8.89
12	FAA	M	66.67	80.0	13.33
13	GT	M	66.67	70.0	3.33
14	HDR	F	77.78	80.0	2.22
15	IFS	F	88.89	90.0	1.11
16	IS	F	44.45	80.0	35.55
17	JPN	F	77.78	70.0	-7.78
18	KMP	F	55.56	70.0	14.44
19	LW	F	88.89	90.0	1.11
20	MFI	F	100.0	80.0	-20.0
21	MZD	F	88.89	70.0	-18.89
22	MF	M	77.78	80.0	2.22
23	NWP	F	77.78	80.0	2.22
24	NA	F	88.89	100.0	11.11
25	NA	F	66.67	80.0	13.33
26	NHR	M	66.67	80.0	13.33
27	NF	F	77.78	90.0	12.22
28	PMA	F	77.78	100.0	22.22
29	RS	M	55.56	70.0	14.44
30	RF	M	77.78	70.0	-7.78
31	RAS	F	88.89	90.0	1.11
32	RA	M	88.89	80.0	-8.89
33	SJS	F	77.78	90.0	12.22
34	VV	F	66.67	60.0	-6.67
35	ZN	F	77.78	80.0	2.22

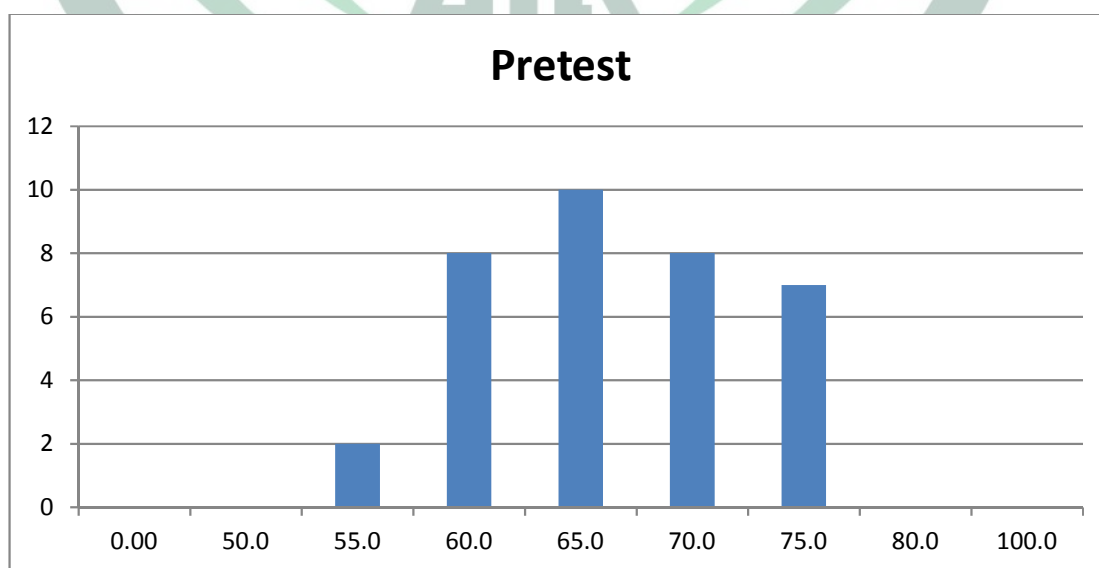
**Students' Word Use Score in Control Class**

No	Name	Gender	Pretest Score	Posttest Score	Gain
1	AD	F	66.67	70.0	3.33
2	ARP	M	77.78	80.0	2.22
3	AMIS	F	77.78	60.0	-17.78
4	AFS	F	77.78	70.0	-7.78
5	ASB	F	88.89	100.0	11.11
6	AHW	F	66.67	80.0	13.33
7	CAH	M	66.67	60.0	-6.67
8	DYP	M	77.78	90.0	12.22
9	DN	F	77.78	60.0	-17.78
10	DAP	F	88.89	60.0	-28.89
11	DSN	F	77.78	90.0	12.22
12	DWJA	M	66.67	60.0	-6.67
13	DN	F	77.78	60.0	-17.78
14	DKS	F	77.78	60.0	-17.78
15	EK	F	66.67	60.0	-6.67
16	EA	F	88.89	80.0	-8.89
17	EF	F	55.56	70.0	14.44
18	ER	F	66.67	70.0	3.33
19	FN	F	77.78	60.0	-17.78
20	FDU	F	88.89	80.0	-8.89
21	F	F	100.0	90.0	-10.0
22	FA	M	66.67	80.0	13.33
23	FFS	F	66.67	60.0	-6.67
24	HN	M	77.78	70.0	-7.78
25	LHN	F	77.78	60.0	-17.78
26	MSH	F	77.78	60.0	-17.78
27	MN	M	66.67	80.0	13.33
28	NH	F	66.67	70.0	3.33
29	RDN	F	77.78	70.0	-7.78
30	RO	M	66.67	80.0	13.33
31	SA	M	77.78	60.0	-17.78
32	SFW	M	88.89	80.0	-8.89
33	TM	F	77.78	70.0	-7.78
34	YR	F	66.67	70.0	3.33
35	YA	M	66.67	90.0	23.33

## Appendix 16

### Result of Pre-test of Total Data in Experimental Class

Descriptives		
	Statistic	Std. Error
Mean	66.43	1.016
Lower Bound	64.36	
Upper Bound	68.49	
5% Trimmed Mean	66.59	
Median	65.00	
Variance	36.134	
Std. Deviation	6.011	
Minimum	55	
Maximum	75	
Range	20	
Interquartile Range	10	
Skewness	-.053	.398
Kurtosis	-.948	.778



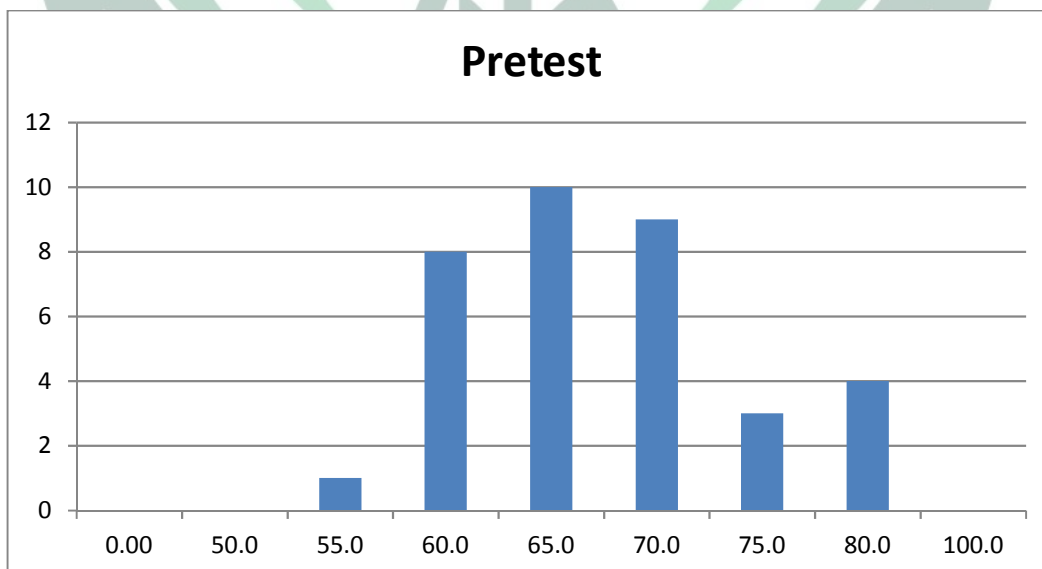
## Appendix 17

### Result of Pre-test of Total Data in Control Class

**Descriptives**

		Statistic	Std. Error
Mean		67.43	1.130
	Lower Bound	65.13	
	Upper Bound	69.72	
5% Trimmed Mean		67.30	
Median		65.00	
Variance		44.664	
Std. Deviation		6.683	
Minimum		55	
Maximum		80	
Range		25	
Interquartile Range		10	
Skewness		.424	.398
Kurtosis		-.492	.778

**Pretest**



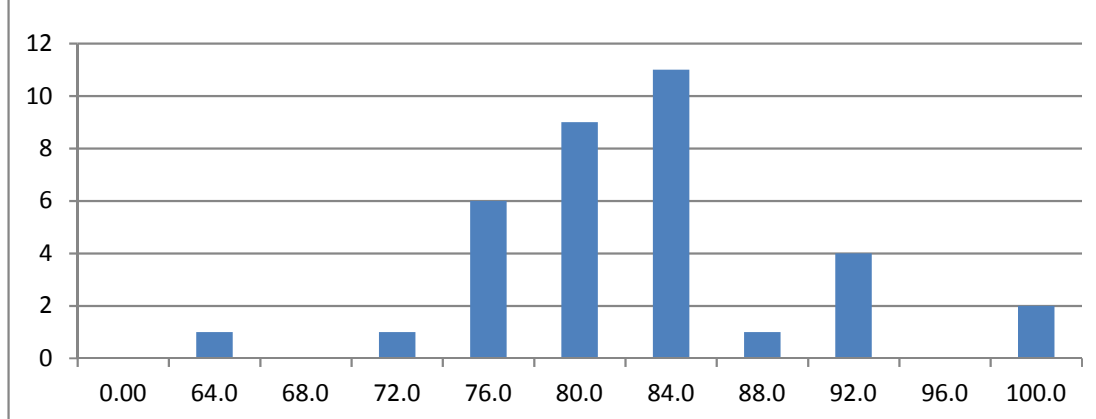
## Appendix 18

### Result of Post-test of Total Data in Experimental Class

**Descriptives**

	Statistic	Std. Error
Mean	82.63	1.227
Lower Bound	80.14	
Upper Bound	85.12	
5% Trimmed Mean	82.51	
Median	84.00	
Variance	52.652	
Std. Deviation	7.256	
Minimum	64	
Maximum	100	
Range	36	
Interquartile Range	4	
Skewness	.358	.398
Kurtosis	1.261	.778

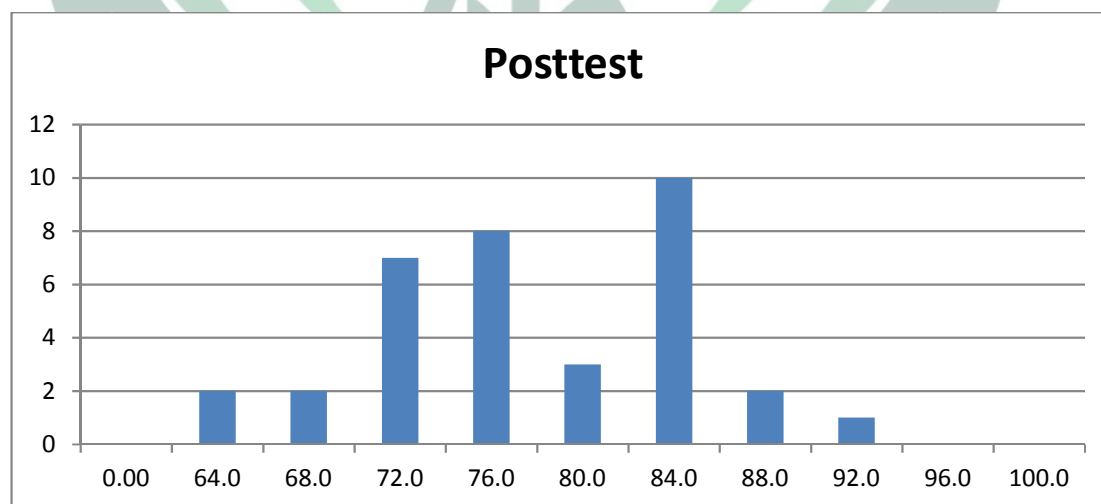
**Posttest**



## Appendix 19

### Result of Post-test of Total Data in Control Class

Descriptives		
	Statistic	Std. Error
Mean	77.83	1.175
Lower Bound	75.44	
Upper Bound	80.22	
5% Trimmed Mean	77.90	
Median	76.00	
Variance	48.323	
Std. Deviation	6.951	
Minimum	64	
Maximum	92	
Range	28	
Interquartile Range	12	
Skewness	-.120	.398
Kurtosis	-.635	.778

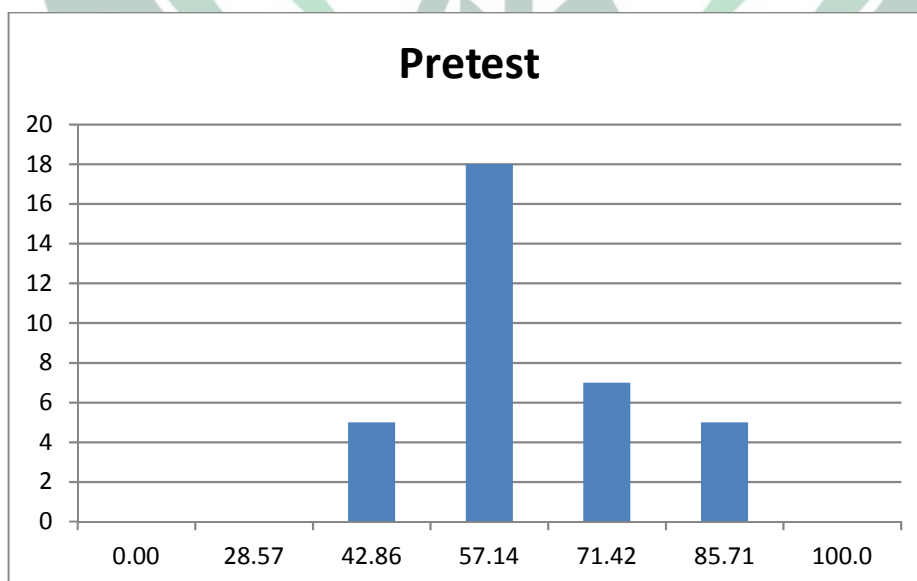




## Appendix 20

### Result of Pre-test of Word Meaning in Experimental Class

Descriptives		
	Statistic	Std. Error
Mean	62.04	2.186
Lower Bound	57.59	
Upper Bound	66.48	
5% Trimmed Mean	61.79	
Median	57.14	
Variance	167.317	
Std. Deviation	12.935	
Minimum	43	
Maximum	86	
Range	43	
Interquartile Range	14	
Skewness	.501	.398
Kurtosis	-.387	.778

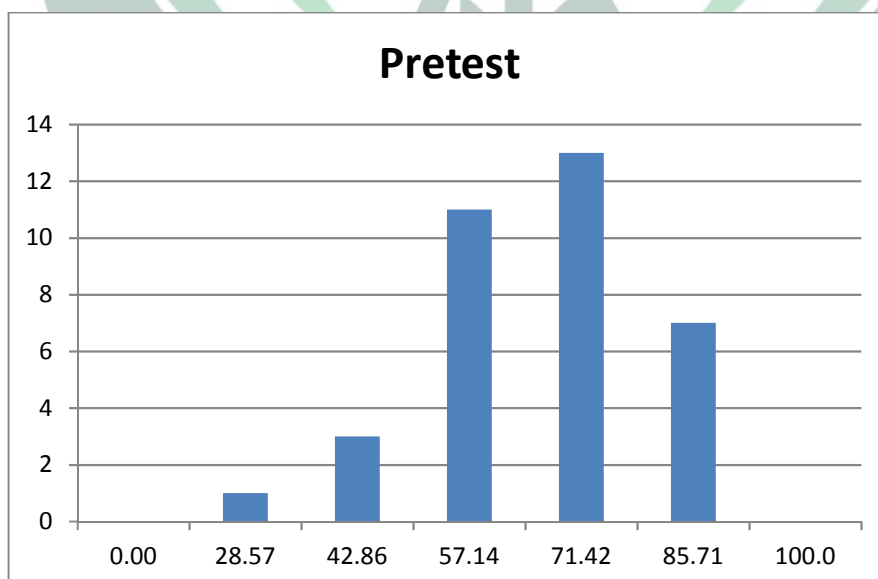


## Appendix 21

### Result of Pre-test of Word Meaning in Control Class

**Descriptives**

	Statistic	Std. Error
Mean	66.12	2.420
Lower Bound	61.20	
Upper Bound	71.04	
5% Trimmed Mean	66.78	
Median	71.42	
Variance	205.049	
Std. Deviation	14.320	
Minimum	29	
Maximum	86	
Range	57	
Interquartile Range	14	
Skewness	-.468	.398
Kurtosis	.037	.778

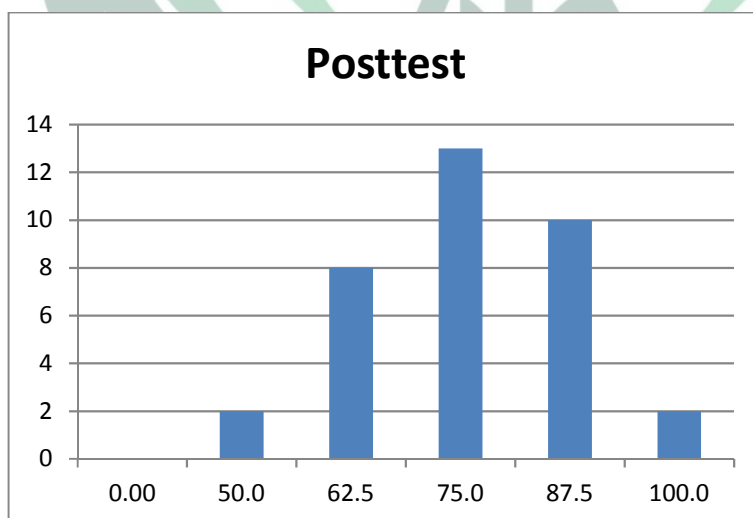


## Appendix 22

### Result of Post-test Word Meaning in Experimental Class

**Descriptives**

	Statistic	Std. Error
Mean	75.71	2.109
Lower Bound	71.43	
Upper Bound	80.00	
5% Trimmed Mean	75.79	
Median	75.00	
Variance	155.725	
Std. Deviation	12.479	
Minimum	50	
Maximum	100	
Range	50	
Interquartile Range	25	
Skewness	-.120	.398
Kurtosis	-.380	.778

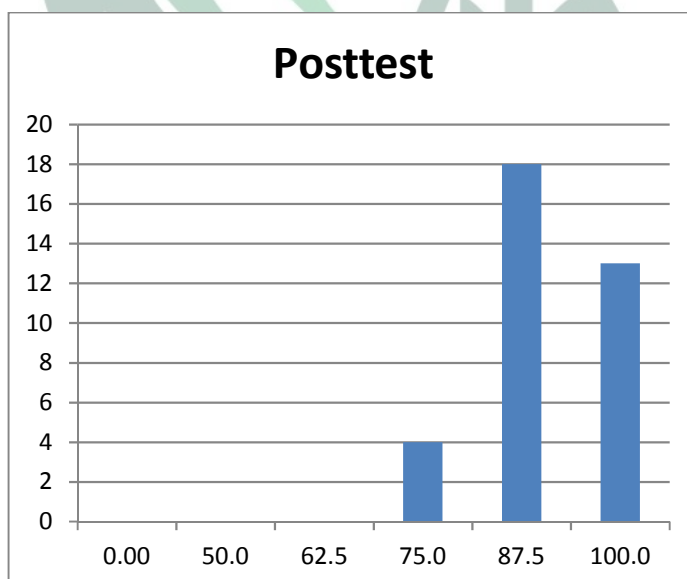


## Appendix 23

### Result of Post-test of Word Meaning in Control Class

**Descriptives**

	Statistic	Std. Error
Mean	90.71	1.389
Lower Bound	87.89	
Upper Bound	93.54	
5% Trimmed Mean	91.07	
Median	87.50	
Variance	67.489	
Std. Deviation	8.215	
Minimum	75	
Maximum	100	
Range	25	
Interquartile Range	12	
Skewness	-.321	.398
Kurtosis	-.645	.778

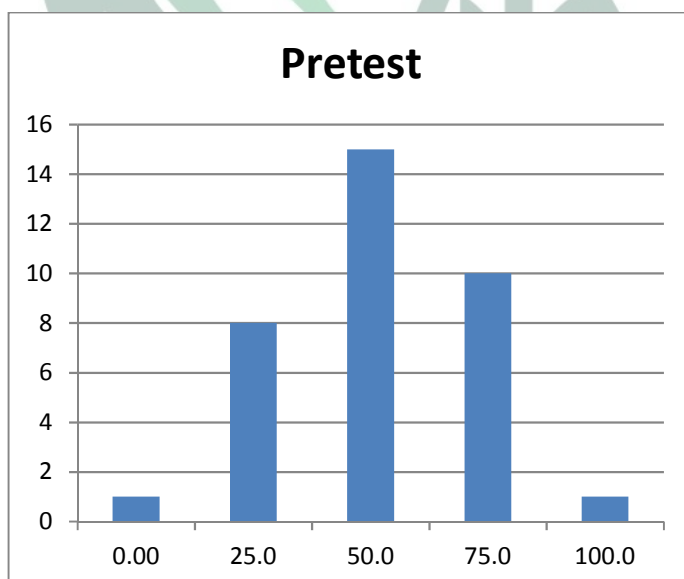


## Appendix 24

### Result of Pre-test of Word Form in Experimental Class

**Descriptives**

	Statistic	Std. Error
Mean	51.43	3.687
Lower Bound	43.94	
Upper Bound	58.92	
5% Trimmed Mean	51.59	
Median	50.00	
Variance	475.840	
Std. Deviation	21.814	
Minimum	0	
Maximum	100	
Range	100	
Interquartile Range	50	
Skewness	-.115	.398
Kurtosis	-.254	.778

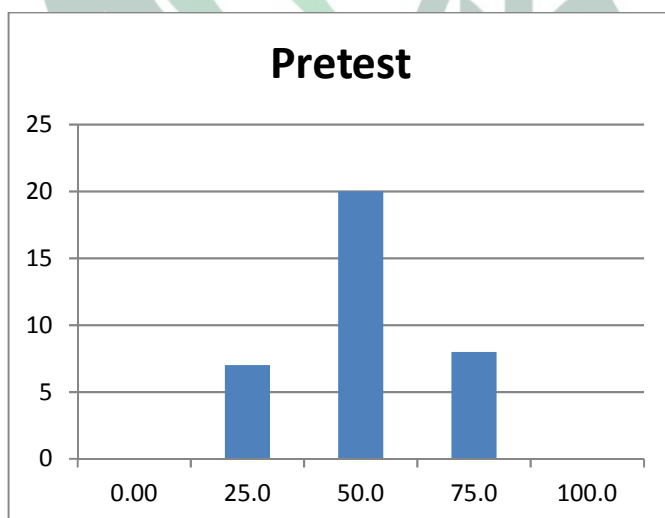


## Appendix 25

### Result of Pre-test of Word Form in Control Class

**Descriptives**

	Statistic	Std. Error
Mean	50.71	2.804
Lower Bound	45.02	
Upper Bound	56.41	
5% Trimmed Mean	50.79	
Median	50.00	
Variance	275.210	
Std. Deviation	16.589	
Minimum	25	
Maximum	75	
Range	50	
Interquartile Range	0	
Skewness	-.030	.398
Kurtosis	-.577	.778

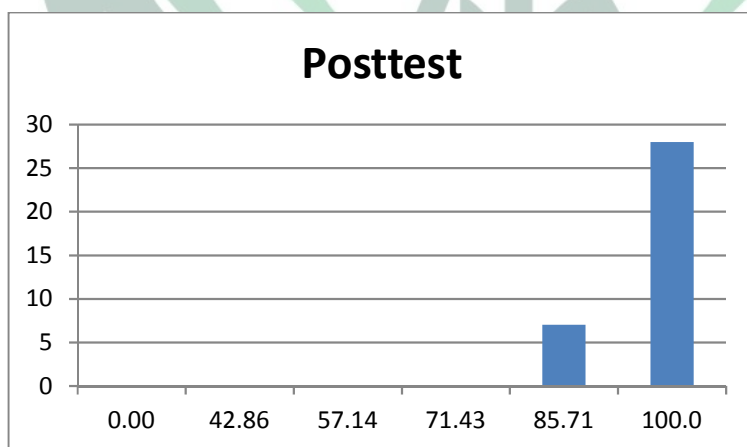


## Appendix 26

### Result of Post-test of Word Form in Experimental Class

**Descriptives**

	Statistic	Std. Error
Mean	97.14	.980
Lower Bound	95.15	
Upper Bound	99.13	
5% Trimmed Mean	97.62	
Median	100.00	
Variance	33.634	
Std. Deviation	5.799	
Minimum	86	
Maximum	100	
Range	14	
Interquartile Range	0	
Skewness	-1.568	.398
Kurtosis	.483	.778



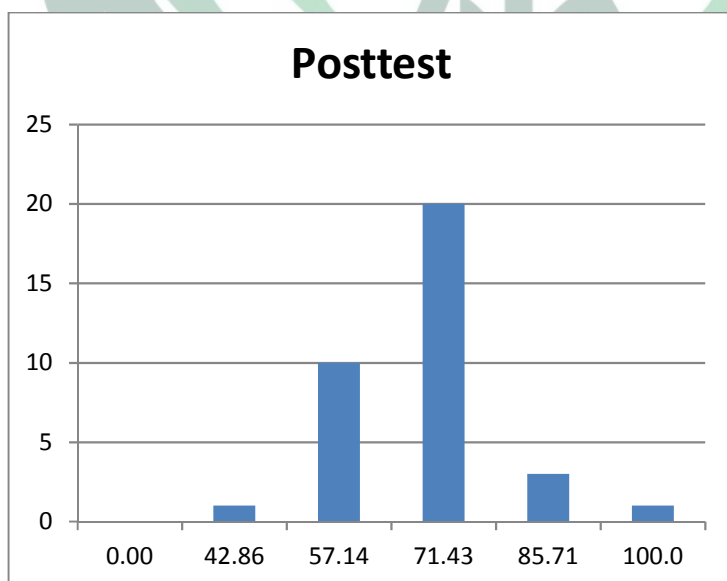


## Appendix 27

### Result of Post-test of Word Form in Control Class

**Descriptives**

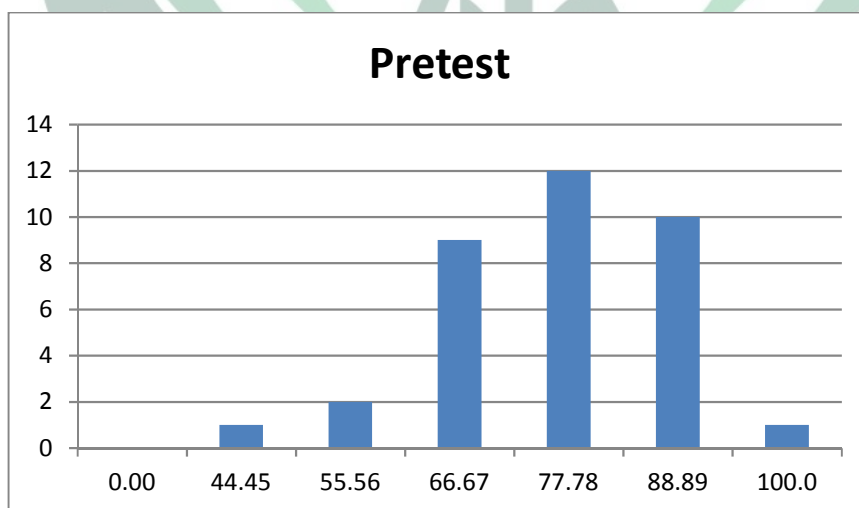
	Statistic	Std. Error
Mean	68.57	1.833
Lower Bound	64.85	
Upper Bound	72.30	
5% Trimmed Mean	68.25	
Median	71.43	
Variance	117.654	
Std. Deviation	10.847	
Minimum	43	
Maximum	100	
Range	57	
Interquartile Range	14	
Skewness	.359	.398
Kurtosis	1.390	.778



## Appendix 28

### Result of Pre-test of Word Use in Experimental Class

Descriptives		
	Statistic	Std. Error
Mean	76.51	2.025
Lower Bound	72.39	
Upper Bound	80.63	
5% Trimmed Mean	76.99	
Median	77.78	
Variance	143.555	
Std. Deviation	11.981	
Minimum	44	
Maximum	100	
Range	56	
Interquartile Range	22	
Skewness	-.507	.398
Kurtosis	.233	.778

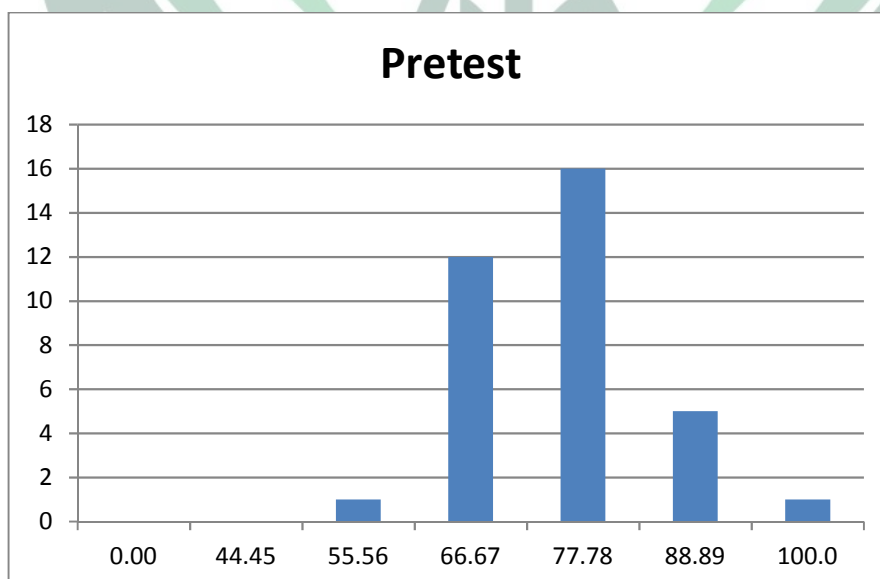


## Appendix 29

### Result of Pre-test of Word Use in Control Class

**Descriptives**

	Statistic	Std. Error
Mean	75.56	1.565
Lower Bound	72.38	
Upper Bound	78.74	
5% Trimmed Mean	75.31	
Median	77.78	
Variance	85.676	
Std. Deviation	9.256	
Minimum	56	
Maximum	100	
Range	44	
Interquartile Range	11	
Skewness	.401	.398
Kurtosis	.302	.778

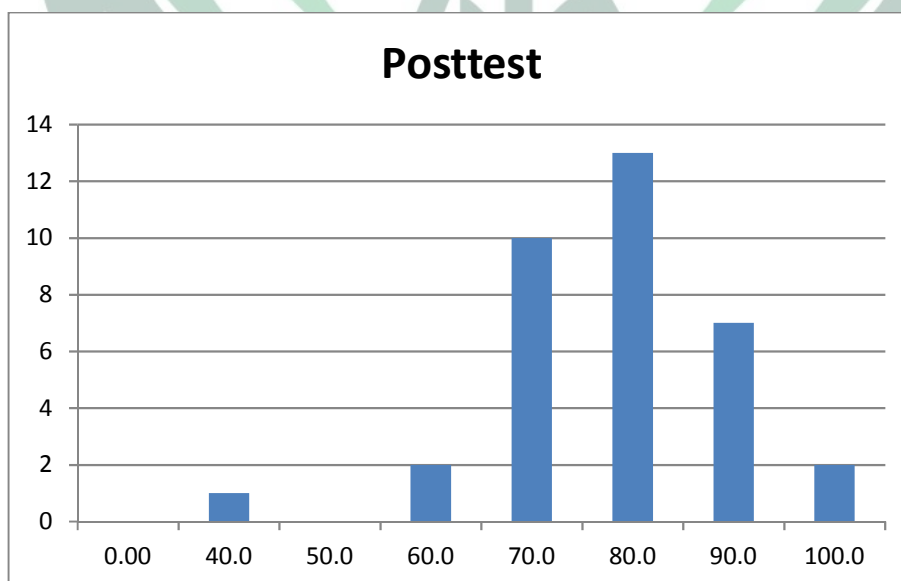


## Appendix 30

### Result of Post-test of Word Use in Experimental Class

**Descriptives**

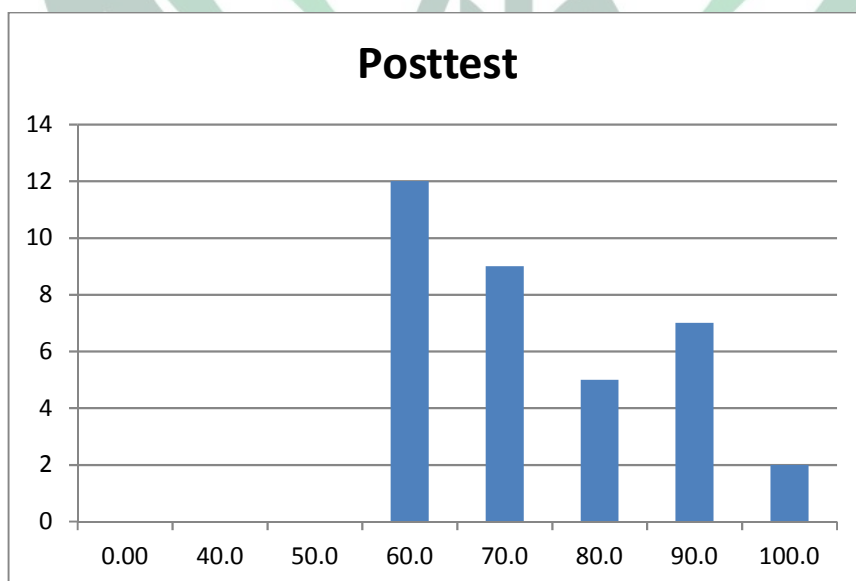
	Statistic	Std. Error
Mean	78.00	2.000
Lower Bound	73.94	
Upper Bound	82.06	
5% Trimmed Mean	78.41	
Median	80.00	
Variance	140.000	
Std. Deviation	11.832	
Minimum	40	
Maximum	100	
Range	60	
Interquartile Range	20	
Skewness	-.719	.398
Kurtosis	1.998	.778



## Appendix 31

### Result of Post-test of Word Use in Control Class

Descriptives		
	Statistic	Std. Error
Mean	73.71	2.211
Lower Bound	69.22	
Upper Bound	78.21	
5% Trimmed Mean	73.02	
Median	70.00	
Variance	171.092	
Std. Deviation	13.080	
Minimum	60	
Maximum	100	
Range	40	
Interquartile Range	30	
Skewness	.507	.398
Kurtosis	-1.029	.778



## Appendix 32

### The Result of Total Data of Experimental and Control Class

#### Tests of Normality

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
	Word search puzzle game	.126	35	.178	.975	35	.597
	Translation technique	.123	35	.198	.949	35	.104

a. Lilliefors Significance Correction

	Levene Statistic	df1	df2	Sig.
Based on Mean	.004	1	68	.949
Based on Median	.035	1	68	.853
Based on Median and with adjusted df	.035	1	60.204	.853
Based on trimmed mean	.005	1	68	.943

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		Lower	Upper							
Equal variances assumed	.004	.949	4.393	68	.000	5.80000	1.32017	3.16564	8.43436	
Equal variances not assumed			4.393	67.550	.000	5.80000	1.32017	3.16532	8.43468	

## Appendix 33

### The Result of Word Meaning Data in Experimental and Control Class

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Word search puzzle game	.149	35	.048	.959	35	.207
Translation technique	.152	35	.039	.938	35	.060

a. Lilliefors Significance Correction

#### Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	3.063	1	68	.085
Based on Median	2.083	1	68	.154
Based on Median and with adjusted df	2.083	1	62.152	.154
Based on trimmed mean	3.081	1	68	.084

#### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
			t	df	Sig.	Mean Difference	Standard Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.023	.880	1.625	68	.109	.51429	.31642	-.11712	1.14569
Equal variances not assumed			1.625	67.029	.109	.51429	.31642	-.11728	1.14585

## Appendix 34

### The Result of Word Form Data in Experimental and Control Class

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Word search puzzle game	.130	35	.142	.949	35	.102
Translation technique	.180	35	.006	.942	35	.065

a. Lilliefors Significance Correction

#### Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	1.040	1	68	.311
Based on Median	.877	1	68	.352
Based on Median and with adjusted df	.877	1	67.590	.352
Based on trimmed mean	1.042	1	68	.311

#### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
									95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed	1.040	.311	4.586	68	.000	23.36629	5.09464	13.20009	33.53248	
Equal variances not assumed			4.586	66.956	.000	23.36629	5.09464	13.19722	33.53536	



## Appendix 35

### The Result of Word Use in Experimental and Control Class

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Word search puzzle game	.128	35	.157	.974	35	.548
Translation technique	.205	35	.001	.925	35	.020

#### Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.032	1	68	.858
Based on Median	.002	1	68	.968
Based on Median and with adjusted df	.002	1	67.999	.968
Based on trimmed mean	.030	1	68	.862

#### Test Statistics<sup>a</sup>

	gain
Mann-Whitney U	508.000
Wilcoxon W	1.138E3
Z	-1.232
Asymp. Sig. (2-tailed)	.218

a. Grouping Variable: technique

## SILABUS SMP/MTs

**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIII  
**Kompetensi Inti** :

- KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan	<b>Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/kejadian yang sedang</b>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam</li> </ul>	<b>KRITERIA PENILAIAN</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan</li> </ul>

<p>tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>dilakukan/berlangsung saat ini</b></p> <p><b>Fungsi sosial</b> Menjelaskan, memberi alasan, memberi contoh tindakan, dsb..</p> <p><b>Struktur teks</b> <i>What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping.</i>, dan semacamnya.</p> <p><b>Unsur kebahasaan</b> (1) Kata kerja</p>	<p>bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> </ul> <p><b>Menanya</b> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam</li> </ul>	<p>yang sedang dilakukan/berlangsung saat ini.</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung</li> </ul>	<p>dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VC D/ DVD/ka set</li> <li>Contoh interaksi</li> </ul>
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	<p>untuk kegiatan dan tindakan dalam Present Continuous tense.</p> <p>(2) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(3) Kata kerja untuk keadaan: <i>be</i>, <i>have</i>, dalam Present Continuous Tense.</p> <p>(4) Adverbial: <i>now</i></p> <p>(5) Kata ganti</p>	<p>bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</li> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber</li> </ul>	<p>g saat ini.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang</li> </ul>	<p>tertulis</p> <ul style="list-style-type: none"> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>
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	<p>obyek: <i>me, you, him, her, us, dst.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi,</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p><b>Topik</b></p> <p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah,</p>	<p>tersebut di atas.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang</li> </ul>	<p>tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan</p>		
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	<p>dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab</p>	<p>dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia</p>	<p>dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat in</p>		
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**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : SMP N1 Ambarawa Pringsewu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Tema : What Are You Doing?

Sub Tema : At Classroom

Pertemuan : 1

Alokasi Waktu : 2 x 40 menit

**1. KOMPETENSI INTI**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,



membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **2. Kompetensi dasar**

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.
- 4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **3. INDIKATOR**

- 1.1.1 Bersyukur diberi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2.1 Berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman



2.3.1 Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **4. TUJUAN PEMBELAJARAN**

1.1.1 Siswa dapat bersyukur karena dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional serta bersemangat dalam mengikuti proses pembelajaran.

2.2.1 Siswa dapat berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Siswa dapat berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1 Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## 5. MATERI AJAR

(Terlampir)

## 6. SUMBER/MEDIA PEMBELAJARAN

1. Media : Spidol, papan tulis, kertas (word search puzzle) yg berisi vocabulary tentang kata kerja (verb) dalam bentuk present continuous tense yang biasa ditemukan di sekolah
2. Sumber : Kementerian Pendidikan dan Kebudayaan .2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

## 7. METODE PEMBELAJARAN

*Word Search Puzzle*

## 8. KEGIATAN PEMBELAJARAN

### 1) Kegiatan Pendahuluan

- a. Greeting (Guru menyapa peserta didik)
- b. Peserta didik dan guru berdoa bersama
- c. Peserta didik dicek kehadirannya
- d. Peserta didik mendengarkan materi yang akan disampaikan oleh guru
- e. Peserta didik diberitahukan tujuan pembelajaran oleh guru

### 2) Kegiatan inti

#### ➤ Observing

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan di ajarkan	Guru memberikan penjelasan tentang materi apa yang akan di ajarkan

➤ **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan dari guru tentang kata benda (noun) dan kata kerja (verb) apa saja dalam bentuk present continuous tense yang biasa ditemukan di sekolah khususnya di kelas	Guru bertanya kepada siswa tentang kata benda (noun) dan kata kerja (verb) apa saja dalam bentuk present continuous tense yang biasa ditemukan di sekolah khususnya di kelas

➤ **Experimenting**

Siswa	Guru
<ul style="list-style-type: none"> <li>• Siswa membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Setiap kelompok siswa diberikan selembar kertas yang berisi permainan word search puzzle oleh guru untuk dikerjakan bersama</li> <li>• Siswa memperhatikan guru menerangkan contoh dan petunjuk permainannya.</li> <li>• Siswa mulai mengerjakan permainan tersebut dan diberikan batas waktu dalam mengerjakannya</li> </ul>	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Guru membagikan selembar kertas yang berisi permainan word search puzzle kepada setiap kelompok untuk dikerjakan bersama</li> <li>• Guru menerangkan contoh dan petunjuk permainannya. Dimana siswa harus mencari kosakata yang harus mereka cari di dalam kotak word search puzzle. Kotak tersebut berisikan huruf-huruf yang acak dan tidak beraturan. Setelah menemukan kata yang dicari, mereka harus melingkarinya.</li> </ul>

	<ul style="list-style-type: none"> <li>• Guru meminta siswa mulai mengerjakannya dan memberikan batas waktu dalam mengerjakan permainan tersebut.</li> </ul>
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➤ **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelahnya.	Setelah batas waktu yang ditentukan sudah habis, guru meminta siswa menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelah kelompok mereka.

➤ **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil pekerjaan siswa	Guru dan siswa membahas hasil pekerjaan siswa

**3. Kegiatan Penutup**

- Peserta didik dan guru menyimpulkan tentang materi pelajaran yang telah mereka pelajari
- Peserta didik mengungkapkan kesulitan-kesulitan yang mereka dihadapi dalam mengerjakan word search puzzle
- Peserta didik memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan
- Peserta didik dan guru bersama-sama berdoa sebelum meninggalkan kelas
- Peserta didik dan guru mengucapkan salam perpisahan

## 9. PENILAIAN

1. Teknik: Tertulis
2. Instrumen: Terlampir
3. Pedoman penilaian:

$$\frac{h}{h} = 100$$

Jumlah skor maksimal keseluruhan= 100

Nama Mahasiswa

Ambarawa, 2017  
Guru Bahasa Inggris

Ambiyatul Um  
NPM. 1311040054

Farhan Bastian, S.Pd

Mengetahui,  
Kepala Sekolah

Sunardi, S.Pd

NIP.19590421 198203 1 012

## LAMPIRAN

### *Lampiran 1*

#### *Materi Pembelajaran Vocabulary*

#### At Classroom

<b>Kata Kerja</b>	<b>Noun</b>
Erasing	Whiteboard
Mopping, Sweeping	Floor
Putting, Reading	Book
Cleaning	Window
Throwing	Rubbish
Writing	Letter
Drawing	Picture

*Lampiran 2**Instrument Vocabulary Test of Treatment for Experimental Class***WORD SEARCH PUZZLE****At Classroom**

Direction: Find and circle all the words from the word bank in the puzzle!

G	W	H	I	T	E	B	O	A	R	D	T	O	E	S
E	N	V	E	A	M	B	D	O	F	R	E	I	N	G
O	R	L	I	N	G	O	R	F	I	L	S	D	I	E
G	I	A	R	E	D	G	A	T	Y	U	O	B	K	R
N	S	I	S	T	N	E	W	O	I	R	S	O	D	A
I	R	M	O	I	E	I	I	R	W	N	T	O	R	N
P	U	O	S	E	N	O	N	I	I	N	G	K	E	R
E	L	P	E	G	W	G	G	N	N	T	E	R	I	E
R	G	P	L	O	E	O	G	G	E	G	I	G	N	A
N	E	I	D	T	H	R	O	W	I	N	G	N	I	D
E	L	N	E	R	P	U	E	S	A	I	N	I	G	I
D	I	G	W	I	O	R	P	E	I	G	I	A	R	N
W	N	O	N	D	E	U	R	I	N	S	E	N	E	G
O	G	G	O	H	T	O	S	I	A	G	R	E	O	I
A	L	E	T	T	E	R	P	O	N	O	U	R	H	E
I	U	I	I	L	T	E	Q	I	R	G	T	S	I	Q
N	Q	N	U	S	E	D	I	D	E	E	C	E	N	O
G	G	G	O	W	L	C	L	E	A	N	I	N	G	P
E	O	R	S	A	E	S	U	R	S	I	P	P	W	D
O	H	S	I	B	B	U	R	E	N	S	A	M	E	R
M	O	D	S	E	A	I	N	G	D	R	E	M	D	A

**LIST OF WORD****Verb**

Erasing	Drawing
Mopping	Writing
Sweeping	Throwing
Putting	Cleaning

**Noun**

Whiteboard	Picture
Floor	Letter
Book	Rubbish
Window	

**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : SMP N1 Ambarawa Pringsewu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Tema : What Are You Doing?

Sub Tema : At Home

Pertemuan : 2

Alokasi Waktu : 2 x 40 menit

**1. KOMPETENSI INTI**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,



membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **2. Kompetensi dasar**

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **3. INDIKATOR**

1.1.1 Bersyukur diberi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2.1 Berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **4. TUJUAN PEMBELAJARAN**

1.1.1 Siswa dapat bersyukur karena dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional serta bersemangat dalam mengikuti proses pembelajaran.

2.2.1 Siswa dapat berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Siswa dapat berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1 Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## 5. MATERI AJAR

(Terlampir)

## 6. SUMBER/MEDIA PEMBELAJARAN

1. Media : Spidol, papan tulis, kertas (word search puzzle) yg berisi vocabulary tentang kata kerja (verb) dalam bentuk present continuous tense yang biasa ditemukan di rumah
2. Sumber : Kementerian Pendidikan dan Kebudayaan .2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

## 7. METODE PEMBELAJARAN

*Word Search Puzzle*

## 8. KEGIATAN PEMBELAJARAN

### 1) Kegiatan Pendahuluan

- a. Greeting (Guru menyapa peserta didik)
- b. Peserta didik dan guru berdoa bersama
- c. Peserta didik dicek kehadirannya
- d. Peserta didik mendengarkan materi yang akan disampaikan oleh guru
- e. Peserta didik diberitahukan tujuan pembelajaran oleh guru

### 2) Kegiatan inti

#### ➤ Observing

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan di ajarkan	Guru memberikan penjelasan tentang materi apa yang akan di ajarkan

➤ **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan dari guru tentang kata benda (noun) dan kata kerja (verb) apa saja dalam bentuk present continuous tense yang biasa ditemukan di rumah	Guru bertanya kepada siswa tentang kata benda (noun) dan kata kerja (verb) apa saja dalam bentuk present continuous tense yang biasa ditemukan di rumah

➤ **Experimenting**

Siswa	Guru
<ul style="list-style-type: none"> <li>• Siswa membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Setiap kelompok siswa diberikan selembar kertas yang berisi permainan word search puzzle oleh guru untuk dikerjakan bersama</li> <li>• Siswa memperhatikan guru menerangkan contoh dan petunjuk permainannya.</li> <li>• Siswa mulai mengerjakan permainan tersebut dan diberikan batas waktu dalam mengerjakannya</li> </ul>	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Guru membagikan selembar kertas yang berisi permainan word search puzzle kepada setiap kelompok untuk dikerjakan bersama</li> <li>• Guru menerangkan contoh dan petunjuk permainannya. Dimana siswa harus mencari kosakata yang harus mereka cari di dalam kotak word search puzzle. Kotak tersebut berisikan huruf-huruf yang acak dan tidak beraturan. Setelah menemukan kata yang dicari, mereka harus melingkarinya.</li> <li>• Guru meminta siswa mulai</li> </ul>

	mengerjakannya dan memberikan batas waktu dalam mengerjakan permainan tersebut.
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➤ **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelahnya.	Setelah batas waktu yang ditentukan sudah habis, guru meminta siswa menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelah kelompok mereka.

➤ **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil pekerjaan siswa	Guru dan siswa membahas hasil pekerjaan siswa

**3. Kegiatan Penutup**

- Peserta didik dan guru menyimpulkan tentang materi pelajaran yang telah mereka pelajari
- Peserta didik mengungkapkannya kesulitan-kesulitan yang mereka dihadapi dalam mengerjakan word search puzzle
- Peserta didik memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan
- Peserta didik dan guru bersama-sama berdoa sebelum meninggalkan kelas
- Peserta didik dan guru mengucapkan salam perpisahan

## 9. PENILAIAN

1. Teknik: Tertulis
2. Instrumen: Terlampir
3. Pedoman penilaian:

$$\frac{h}{h} = 100$$

Jumlah skor maksimal keseluruhan= 100

Nama Mahasiswa

Ambarawa, 2017

Guru Bahasa Inggris

Ambiyatul Um

NPM. 1311040054

Farhan Bastian, S.Pd

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## LAMPIRAN

### *Lampiran 1*

#### *Materi Pembelajaran Vocabulary*

#### At Home

Kata Kerja	Noun
Watering	Plant
Cooking	Spaghetti
Washing	Bicycle
Sweeping	Floor
Drinking	Water
Reading	Magazine
Praying	-
Playing	Badminton
Taking a bath	-
Watching	Television

*Lampiran 2**Instrument Vocabulary Test of Treatment for Experimental Class***WORD SEARCH PUZZLE****At Home**

Direction: Find and circle all the words from the list of word in the puzzle!

D	O	D	G	O	O	L	D	W	I	N	I	N	G	R	G
R	E	R	N	E	A	M	A	G	A	Z	I	N	E	O	N
G	N	I	I	D	E	T	H	O	E	R	Y	A	N	D	I
A	G	N	E	W	C	E	C	K	O	B	D	R	I	M	D
O	E	K	E	H	E	E	O	X	Y	I	G	N	A	E	R
I	O	I	I	L	D	L	O	R	N	C	Y	N	G	T	I
N	R	N	A	F	B	E	K	G	I	Y	S	G	N	E	N
G	G	G	E	N	A	B	I	A	I	C	Z	A	I	L	G
R	N	E	T	V	D	R	N	N	O	L	A	N	Y	E	S
W	I	G	N	I	M	I	G	N	I	E	G	H	A	V	L
A	A	L	Z	E	I	E	M	O	D	N	P	R	L	I	E
T	S	S	E	R	N	I	T	T	E	H	G	A	P	S	Y
E	R	V	H	E	T	K	N	E	L	G	H	I	W	I	I
R	E	I	I	I	O	A	E	G	P	H	Y	E	L	O	N
I	I	I	D	E	N	N	H	O	A	B	E	Y	I	N	G
N	N	M	A	A	D	G	R	E	P	P	I	D	E	N	B
G	R	O	O	L	F	R	A	N	I	L	S	E	I	T	R
E	E	T	N	Z	O	E	A	N	A	U	A	M	T	I	E
W	P	R	A	Y	I	N	G	Y	T	D	M	N	R	W	A
R	A	I	N	N	A	E	M	I	U	I	W	A	T	E	R
E	N	E	G	I	F	D	I	B	N	Q	E	D	O	A	N
G	I	E	T	A	K	I	N	G	A	B	A	T	H	S	G

**LIST OF WORD****Verb****Noun**

Watering	Praying	Drinking	Plant	Badminton
Cooking	Playing	Reading	Spaghetti	Television
Washing	Taking a bath		Bicycle	Magazine
Sweeping	Watching		Floor	Water



**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : SMP N1 Ambarawa Pringsewu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Tema : What Are You Doing?

Sub Tema : Noun and Verb Around Us

Pertemuan : 3

Alokasi Waktu : 2 x 40 menit

**1. KOMPETENSI INTI**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,

membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **2. Kompetensi dasar**

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **3. INDIKATOR**

1.1.1 Bersyukur diberi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2.1 Berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **4. TUJUAN PEMBELAJARAN**

1.1.1 Siswa dapat bersyukur karena dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional serta bersemangat dalam mengikuti proses pembelajaran.

2.2.1 Siswa dapat berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Siswa dapat berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1 Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## 5. MATERI AJAR

(Terlampir)

## 6. SUMBER/MEDIA PEMBELAJARAN

1. Media : Spidol, papan tulis, kertas (word search puzzle) yg berisi vocabulary tentang kata kerja (verb) dalam bentuk present continuous tense yang biasa ditemukan di alam sekitar
2. Sumber : Kementerian Pendidikan dan Kebudayaan .2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

## 7. METODE PEMBELAJARAN

*Word Search Puzzle*

## 8. KEGIATAN PEMBELAJARAN

### 1) Kegiatan Pendahuluan

- a. Greeting (Guru menyapa peserta didik)
- b. Peserta didik dan guru berdoa bersama
- c. Peserta didik dicek kehadirannya
- d. Peserta didik mendengarkan materi yang akan disampaikan oleh guru
- e. Peserta didik diberitahukan tujuan pembelajaran oleh guru

### 2) Kegiatan inti

#### ➤ Observing

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan di ajarkan	Guru memberikan penjelasan tentang materi apa yang akan di ajarkan

➤ **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan dari guru tentang kata benda (noun) dan kata kerja (verb) apa saja dalam bentuk present continuous tense yang biasa ditemukan di sekolah khususnya di kelas	Guru bertanya kepada siswa tentang kata benda (noun) dan kata kerja (verb) apa saja dalam bentuk present continuous tense yang biasa ditemukan di sekolah khususnya di kelas

➤ **Experimenting**

Siswa	Guru
<ul style="list-style-type: none"> <li>• Siswa membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Setiap kelompok siswa diberikan selembar kertas yang berisi permainan word search puzzle oleh guru untuk dikerjakan bersama</li> <li>• Siswa memperhatikan guru menerangkan contoh dan petunjuk permainannya.</li> <li>• Siswa mulai mengerjakan permainan tersebut dan diberikan batas waktu dalam mengerjakannya</li> </ul>	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Guru membagikan selembar kertas yang berisi permainan word search puzzle kepada setiap kelompok untuk dikerjakan bersama</li> <li>• Guru menerangkan contoh dan petunjuk permainannya. Dimana siswa harus mencari kosakata yang harus mereka cari di dalam kotak word search puzzle. Kotak tersebut berisikan huruf-huruf yang acak dan tidak beraturan. Setelah menemukan kata yang dicari, mereka harus melingkarinya.</li> </ul>

	<ul style="list-style-type: none"> <li>• Guru meminta siswa mulai mengerjakannya dan memberikan batas waktu dalam mengerjakan permainan tersebut.</li> </ul>
--	--

➤ **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelahnya.	Setelah batas waktu yang ditentukan sudah habis, guru meminta siswa menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelah kelompok mereka.

➤ **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil pekerjaan siswa	Guru dan siswa membahas hasil pekerjaan siswa

**3) Kegiatan Penutup**

- Peserta didik dan guru menyimpulkan tentang materi pelajaran yang telah mereka pelajari
- Peserta didik mengungkapkan kesulitan-kesulitan yang mereka dihadapi dalam mengerjakan word search puzzle
- Peserta didik memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan
- Peserta didik dan guru bersama-sama berdoa sebelum meninggalkan kelas
- Peserta didik dan guru mengucapkan salam perpisahan

## 9. PENILAIAN

1. Teknik: Tertulis
2. Instrumen: Terlampir
1. Pedoman penilaian:

$$\frac{h}{h} = 100$$

Jumlah skor maksimal keseluruhan= 100

Nama Mahasiswa

Ambarawa, 2017  
Guru Bahasa Inggris

Ambiyatul Um  
NPM. 1311040054

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Mengetahui,  
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Sunardi, S.Pd

NIP.19590421 198203 1 012

*Lampiran 1**Materi Pembelajaran Vocabulary***Around Us**

<b>Kata Kerja</b>	<b>Noun</b>
Walking	-
Bringing	Umbrella
Raining	-
Riding	Bicycle
Looking for	-
Wearing	Jacket
Giving	Present
Borrowing	Book
Shining	Sun



*Lampiran 2**Instrument Vocabulary Test of Treatment for Experimental Class***WORD SEARCH PUZZLE****Around Us**

Direction: Find and circle all the words from the list of word in the puzzle!

A	M	B	R	E	L	A	J	C	L	A	E	S	H	I
R	L	E	R	A	R	D	R	A	E	U	B	R	E	N
E	I	Z	I	I	O	C	J	A	C	K	E	T	N	D
I	M	H	D	E	N	O	V	M	I	C	H	Y	E	L
N	U	I	E	G	E	G	O	G	S	L	T	E	O	O
I	N	J	N	U	M	R	I	W	U	A	R	O	E	W
G	A	K	S	A	N	V	E	N	N	R	K	X	E	O
A	B	E	G	H	I	N	G	E	G	I	O	A	I	S
G	I	V	O	N	B	B	A	L	N	S	R	H	A	L
G	C	Y	G	I	V	L	E	G	N	I	I	E	N	T
N	Y	R	G	N	I	N	F	Y	N	R	I	N	G	N
I	C	U	M	B	R	O	L	G	A	A	N	B	O	E
W	L	U	M	B	R	E	L	L	A	T	R	E	G	S
O	E	M	E	E	E	O	K	R	R	E	O	N	G	E
R	E	A	M	D	U	R	G	E	E	B	I	E	M	R
R	A	Q	E	I	O	R	R	N	A	N	O	I	F	P
O	R	I	I	N	G	O	E	A	I	H	E	O	N	D
B	E	I	N	O	W	W	O	H	M	K	A	M	K	E
A	O	E	G	I	Y	I	S	I	S	A	L	A	N	I
E	U	X	Z	I	N	N	M	N	Z	Y	P	A	D	C
R	E	D	D	I	N	G	O	G	N	I	A	R	W	H

**LIST OF WORD****Verb****Noun**

Walking	Giving	Looking for	Umbrella	Sun
Bringing	Borrowing		Bicycle	Book
Raining	Shining		Jacket	
Riding	Wearing		Present	

**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : SMP N1 Ambarawa Pringsewu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Tema : What Are You Doing?

Sub Tema : At Classroom

Pertemuan : 1

Alokasi Waktu : 2 x 40 menit

**1. KOMPETENSI INTI**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,

membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **2. Kompetensi dasar**

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **3. INDIKATOR**

1.1.1 Bersyukur diberi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2.1 Berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **4. TUJUAN PEMBELAJARAN**

1.1.1 Siswa dapat bersyukur karena dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional serta bersemangat dalam mengikuti proses pembelajaran.

2.2.1 Siswa dapat berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Siswa dapat berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1 Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## 5. MATERI AJAR

(Terlampir)

## 6. SUMBER/MEDIA PEMBELAJARAN

1. Media : Spidol, papan tulis
2. Sumber : Kementerian Pendidikan dan Kebudayaan .2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

## 7. METODE PEMBELAJARAN

*Translation technique*

## 8. KEGIATAN PEMBELAJARAN

- 1) Kegiatan Pendahuluan
  - a. Greeting (Guru menyapa peserta didik)
  - b. Peserta didik dan guru berdoa bersama
  - c. Peserta didik dicek kehadirannya
  - d. Peserta didik mendengarkan materi yang akan disampaikan oleh guru
  - e. Peserta didik diberitahukan tujuan pembelajaran oleh guru

### 2) Kegiatan inti

#### ➤ Observing

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan di ajarkan (present continous tense)	Guru memberikan penjelasan tentang materi apa yang akan di ajarkan (present continous tense)

➤ **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan dari guru tentang kata benda (noun) dan kata kerja (verb) apa saja dalam bentuk present continuous tense yang biasa ditemukan di sekolah khususnya di kelas	Guru bertanya kepada siswa tentang kata benda (noun) dan kata kerja (verb) apa saja dalam bentuk present continuous tense yang biasa ditemukan di sekolah khususnya di kelas

➤ **Experimenting**

Siswa	Guru
<ul style="list-style-type: none"> <li>• Siswa membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Setiap kelompok siswa diberikan selembar kertas yang berisikan kosakata kata benda dan kata kerja dalam bentuk present continuous tense</li> <li>• Bersama kelompoknya siswa mencari arti dari kosakata-kosakata tersebut di dalam kamus</li> <li>• Masing-masing kelompok diberikan batas waktu dalam mengerjakannya</li> <li>• Masing-masing kelompok diberikan soal yang berhubungan dengan kosakata yang telah mereka hafalkan</li> </ul>	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Guru membagikan selembar kertas yang berisikan kosakata kata benda dan kata kerja dalam bentuk present continuous tense</li> <li>• Guru meminta masing-masing kelompok mencari arti dari kosakata-kosakata tersebut di dalam kamus</li> <li>• Guru meminta siswa menghafal kosakata-kosakata tersebut</li> <li>• Guru memberikan siswa batas waktu untuk menghafal</li> <li>• Guru memberikan masing-</li> </ul>

	masing kelompok sebuah soal yang berhubungan dengan kosakata yg telah mereka hafal
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➤ **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelahnya.	Guru meminta siswa menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelah kelompok mereka.

➤ **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil pekerjaan siswa	Guru dan siswa membahas hasil pekerjaan siswa

**3. Kegiatan Penutup**

- Siswa dan guru menyimpulkan tentang materi pelajaran yang telah mereka pelajari
- Siswa mengungkapkannya kesulitan-kesulitan yang mereka dihadapi dalam mengidentifikasi ciri-ciri present continuous tense
- Siswa memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan
- Siswa dan guru bersama-sama berdoa sebelum meninggalkan kelas
- Siswa dan guru mengucapkan salam perpisahan

**9. PENILAIAN**

- Teknik: Tertulis
- Instrumen: Terlampir

## 3. Pedoman penilaian:

$$\frac{h}{h} = 100$$

Jumlah skor maksimal keseluruhan= 100

Nama Mahasiswa

Ambarawa, 2017  
Guru Bahasa Inggris

Ambiyatul Um  
NPM. 1311040054

Farhan Bastian, S.Pd

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Kepala Sekolah

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**LAMPIRAN***Lampiran 1**Materi Pembelajaran Vocabulary***At Classroom**

<b>Kata Kerja</b>	<b>Noun</b>
Erasing	Whiteboard
Mopping, Sweeping	Floor
Putting, Reading	Book
Cleaning	Window
Throwing	Rubbish
Writing	Letter
Drawing	Picture

*Lampiran 2**Instrument Vocabulary Test of Treatment for Control Class***At Classroom**

Erasing	: .....	whiteboard	: .....
Mopping	: .....	floor	: .....
Sweeping	: .....	book	: .....
Putting	: .....	window	: .....
Reading	: .....	rubbish	: .....
Cleaning	: .....	letter	: .....
Throwing	: .....	picture	: .....
Writing	: .....		
Drawing	: .....		

**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : SMP N1 Ambarawa Pringsewu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Tema : What Are You Doing?

Sub Tema : At Home

Pertemuan : 2

Alokasi Waktu : 2 x 40 menit

**1. KOMPETENSI INTI**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,

membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **2. Kompetensi dasar**

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **3. INDIKATOR**

1.1.1 Bersyukur diberi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2.1 Berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **4. TUJUAN PEMBELAJARAN**

1.1.1 Siswa dapat bersyukur karena dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional serta bersemangat dalam mengikuti proses pembelajaran.

2.2.1 Siswa dapat berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Siswa dapat berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1 Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## 5. MATERI AJAR

(Terlampir)

## 6. SUMBER/MEDIA PEMBELAJARAN

1. Media : Spidol, papan tulis
2. Sumber : Kementerian Pendidikan dan Kebudayaan .2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

## 7. METODE PEMBELAJARAN

*Translation technique*

## 8. KEGIATAN PEMBELAJARAN

### 1) Kegiatan Pendahuluan

- a. Greeting (Guru menyapa peserta didik)
- b. Peserta didik dan guru berdoa bersama
- c. Peserta didik dicek kehadirannya
- d. Peserta didik mendengarkan materi yang akan disampaikan oleh guru
- e. Peserta didik diberitahukan tujuan pembelajaran oleh guru

### 2) Kegiatan inti

#### ➤ Observing

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan di ajarkan (present continous tense)	Guru memberikan penjelasan tentang materi apa yang akan di ajarkan (present continous tense)

➤ **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan dari guru tentang kata benda (noun) dan kata kerja (verb) apa saja dalam bentuk present continuous tense yang biasa ditemukan di rumah	Guru bertanya kepada siswa tentang kata benda (noun) dan kata kerja (verb) apa saja dalam bentuk present continuous tense yang biasa ditemukan di rumah

➤ **Experimenting**

Siswa	Guru
<ul style="list-style-type: none"> <li>• Siswa membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Setiap kelompok siswa diberikan selembar kertas yang berisikan kosakata kata benda dan kata kerja dalam bentuk present continuous tense</li> <li>• Bersama kelompoknya siswa mencari arti dari kosakata-kosakata tersebut di dalam kamus</li> <li>• Masing-masing kelompok diberikan batas waktu dalam mengerjakannya</li> <li>• Masing-masing kelompok diberikan soal yang berhubungan dengan kosakata yang telah mereka hafalkan</li> </ul>	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Guru membagikan selembar kertas yang berisikan kosakata kata benda dan kata kerja dalam bentuk present continuous tense</li> <li>• Guru meminta masing-masing kelompok mencari arti dari kosakata-kosakata tersebut di dalam kamus</li> <li>• Guru meminta siswa menghafal kosakata-kosakata tersebut</li> <li>• Guru memberikan siswa batas waktu untuk menghafal</li> <li>• Guru memberikan masing-masing kelompok sebuah soal yang</li> </ul>

	berhubungan dengan kosakata yg telah mereka hafal
--	---

➤ **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelahnya.	Guru meminta siswa menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelah kelompok mereka.

➤ **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil pekerjaan siswa	Guru dan siswa membahas hasil pekerjaan siswa

**3. Kegiatan Penutup**

- Siswa dan guru menyimpulkan tentang materi pelajaran yang telah mereka pelajari
- Siswa mengungkapkannya kesulitan-kesulitan yang mereka dihadapi dalam mengidentifikasi ciri-ciri present continuous tense
- Siswa memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan
- Siswa dan guru bersama-sama berdoa sebelum meninggalkan kelas
- Siswa dan guru mengucapkan salam perpisahan

**9. PENILAIAN**

- Teknik: Tertulis
- Instrumen: Terlampir



## 3. Pedoman penilaian:

$$\frac{h}{h} = 100$$

Jumlah skor maksimal keseluruhan= 100

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Ambarawa, 2017  
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## LAMPIRAN

### *Lampiran 1*

#### *Materi Pembelajaran Vocabulary*

#### At Home

Verb	Noun
Watering	Plant
Cooking	Spaghetti
Washing	Bicycle
Sweeping	Floor
Drinking	Water
Reading	Magazine
Praying	-
Playing	Badminton
Taking a bath	-
Watching	Television

*Lampiran 2**Instrument Vocabulary Test of Treatment for Control Class***At Home**

Washing	: .....	Floor	: .....
Cooking	: .....	Water	: .....
Sweeping	: .....	television	: .....
Drinking	: .....	magazine	: .....
Reading	: .....	badminton	: .....
Taking a bath	: .....	Plant	: .....
Watering	: .....	Spaghetti	: .....
Playing	: .....	Bicycle	: .....
Praying	: .....		
Watching	: .....		

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Satuan Pendidikan : SMP N1 Ambarawa Pringsewu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Tema : What Are You Doing?

Sub Tema : Noun and Verb Around Us

Pertemuan : 3

Alokasi Waktu : 2 x 40 menit

#### 1. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,

membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **2. Kompetensi dasar**

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **3. INDIKATOR**

1.1.1 Bersyukur diberi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2.1 Berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **4. TUJUAN PEMBELAJARAN**

1.1.1 Siswa dapat bersyukur karena dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional serta bersemangat dalam mengikuti proses pembelajaran.

2.2.1 Siswa dapat berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Siswa dapat berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1 Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## 5. MATERI AJAR

(Terlampir)

## 6. SUMBER/MEDIA PEMBELAJARAN

1. Media : Spidol, papan tulis
2. Sumber : Kementerian Pendidikan dan Kebudayaan .2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.

## 7. METODE PEMBELAJARAN

*Translation technique*

## 8. KEGIATAN PEMBELAJARAN

### 1) Kegiatan Pendahuluan

- a. Greeting (Guru menyapa peserta didik)
- b. Peserta didik dan guru berdoa bersama
- c. Peserta didik dicek kehadirannya
- d. Peserta didik mendengarkan materi yang akan disampaikan oleh guru
- e. Peserta didik diberitahukan tujuan pembelajaran oleh guru

### 2) Kegiatan inti

#### ➤ Observing

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan di ajarkan (present continous tense)	Guru memberikan penjelasan tentang materi apa yang akan di ajarkan (present continous tense)

➤ **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan dari guru tentang kata benda (noun) dan kata kerja (verb) apa saja dalam bentuk present continuous tense yang biasa ditemukan di sekitar kita	Guru bertanya kepada siswa tentang kata benda (noun) dan kata kerja (verb) apa saja dalam bentuk present continuous tense yang biasa ditemukan di sekitar kita

➤ **Experimenting**

Siswa	Guru
<ul style="list-style-type: none"> <li>• Siswa membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Setiap kelompok siswa diberikan selembar kertas yang berisikan kosakata kata benda dan kata kerja dalam bentuk present continuous tense</li> <li>• Bersama kelompoknya siswa mencari arti dari kosakata-kosakata tersebut di dalam kamus</li> <li>• Masing-masing kelompok diberikan batas waktu dalam mengerjakannya</li> <li>• Masing-masing kelompok diberikan soal yang berhubungan dengan kosakata yang telah</li> </ul>	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Guru membagikan selembar kertas yang berisikan kosakata kata benda dan kata kerja dalam bentuk present continuous tense</li> <li>• Guru meminta masing-masing kelompok mencari arti dari kosakata-kosakata tersebut di dalam kamus</li> <li>• Guru meminta siswa menghafal kosakata-kosakata tersebut</li> <li>• Guru memberikan siswa batas waktu untuk menghafal</li> <li>• Guru memberikan masing-masing kelompok sebuah soal</li> </ul>



mereka hafalkan	yang berhubungan dengan kosakata yg telah mereka hafal
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➤ **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelahnya.	Guru meminta siswa menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelah kelompok mereka.

➤ **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil pekerjaan siswa	Guru dan siswa membahas hasil pekerjaan siswa

**3) Kegiatan Penutup**

- Siswa dan guru menyimpulkan tentang materi pelajaran yang telah mereka pelajari
- Siswa mengungkapkannya kesulitan-kesulitan yang mereka dihadapi dalam mengidentifikasi ciri-ciri present continuous tense
- Siswa memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan
- Siswa dan guru bersama-sama berdoa sebelum meninggalkan kelas
- Siswa dan guru mengucapkan salam perpisahan

**9. PENILAIAN**

- Teknik: Tertulis
- Instrumen: Terlampir

## 3. Pedoman penilaian:

$$\frac{h}{h} = 100$$

Jumlah skor maksimal keseluruhan= 100

Nama Mahasiswa

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**LAMPIRAN***Lampiran 1**Materi Pembelajaran Vocabulary***Around Us**

<b>Verb</b>	<b>Noun</b>
Walking	-
Bringing	Umbrella
Raining	-
Riding	Bicycle
Looking for	-
Wearing	Jacket
Giving	Present
Borrowing	Book
Shining	Sun

*Lampiran 2**Instrument Vocabulary Test of Treatment for Control Class***Around Us**

Walking	: .....	Umbrella	: .....
Bringing	: .....	Bicycle	: .....
Raining	: .....	Jacket	: .....
Riding	: .....	Present	: .....
Looking for	: .....	Book	: .....
Wearing	: .....	Sun	: .....
Giving	: .....	Bicycle	: .....
Borrowing	: .....		
Shining	: .....		

## Documentation of the Research

### Try Out



*The Documentation of Try Out Test in Class VIII C (Try Out Class)*

### Pre test



*The Documentation of Pre-test in Class VIII A (Experimentaal Class)*





*The Documentation of Pre-test in Class VIII B (Control Class)*

## **Treatments**



*The Documentation of First Treatment in Experimental Class by Using Word Search Puzzle Game*



*The Documentation of Second Treatment in Experimental Class by Using Word Search Puzzle Game*



*The Documentation of Third Treatment in Experimental Class by Using Word Search Puzzle Game*





*The Documentation of Treatment in Control Class by Using Translation Technique*

### **Post-test**



*The Documenton of Post-test in Experimental Class*





*The Documentation of Post-test in Control Class*

